Summer I, 2012: English 1301-8002
Composition I

When: MTWRF 7:30-9:30am
Instructor: Justine White, M.A.
Office: A-110
Hours: Virtual hours on Wimba Chat
Tuesdays 9:30-10:30am
Or in person by appointment
Where: B-137 (Bonham Hall)
Email: JustineWhite@dcccd.edu
Office phone: (972)238-6140
Cell Phone: (972)978-4398
(Text before 10pm only please)

Keep up with assignments and schedules by following me on Twitter or Facebook
eCampus: http://ecampus.dcccd.edu Twitter: http://twitter.com/ENGLwProfWhite
Facebook: http://www.facebook.com/EnglishwithProfessorWhite

Course Description: (from District Catalog)
ENGL 1301 is a common course number. Former course prefix/number ENG 101. This is a DCCCD Core Curriculum Course. Prerequisite: One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards. This course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes. (3Lec.) Coordinating Board Academic Approval Number 2304015112

Compliance with Core Curriculum Guidelines
This course develops the following Core Curriculum Intellectual Competencies:
• Reading: the ability to analyze and interpret a variety of printed materials—books, documents, and articles—above 12th grade level.
• Writing: the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience—above 12th grade level.
• Critical Thinking: think and analyze at a critical level.
• Computer Literacy: understand our technological society and use computer based technology in communication, solving problems, and acquiring information.

This course also addresses the following Core Curriculum Educational Objectives:
• To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation
• To understand the importance of specifying audience and purpose and to select appropriate communication choices
• To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication

The instructor reserves the right to amend or change the syllabus as necessary.
• To participate effectively in groups with an emphasis on listening, critical and reflective thinking, and responding
• To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument

Course Objectives
Upon completing English 1301, students should demonstrate the ability to:
• Write with voice, detail, and clarity to communicate effectively to a chosen audience.
• Write for a variety of purposes, including to express, to inform, and to convince.
• Write for a variety of audiences, each chosen with a purpose in mind.
• Write within different time constraints, such as a single class period or over the course of several days or weeks.
• Read and critically respond to the writing of others: professionals, academics, and students.
• Paraphrase, summarize, and quote using source material correctly in current MLA style and citation.

Institutional Policies
See the Richland website www.richlandcollege.edu or read the PDF at www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf for more information.

Drop Policy
If you are unable to complete this course, it is your responsibility to withdraw formally. The State of Texas and DCCCD have set deadlines for withdrawal of any college-level courses. If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by June 27. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped. Last day to drop a class with a “W” is Wednesday, June 27.

Stop Before You Drop
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/cat1011/ss/oep/dw.cfm

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Financial Aid Reminder
If you receive financial aid grants or loans, you must verify attendance in all classes by physical attendance or email. If you receive financial aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either emailing/contacting the instructor or logging onto eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Students who fail to attend or participate after the drop date are also subject to this policy.

Repeating a Course
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. Visit http://www.dcccd.edu/Current%20Students/Paying%20for%20College/Third%20Course%20Attempt/Pages/default.aspx for a list of courses and additional information.

Textbooks


A computer with internet connection for accessing eCampus, Twitter, and/or Facebook

Course Outline and Assignments
*All readings must be completed before class.*

No make-up writings or late work will be accepted.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings/Assignments Due Prior to Class</th>
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</table>
| Wed  | 6-6  | Welcome/Introductions  
Syllabus and Policies  
Film: “The Writing Process”  
“The Canary-Colored Caravan of Death,” *Fun House* Alison Bechdel — *Norton* pgs. 583-596  
Film: “The Writer’s Voice” |
| Thur | 6-7  | Chapter 11 — *They Say* pgs. 141-144  
Demystifying Academic Conversation — *They Say* pgs. xvi-15  
Template Activity  
Starting With What Others are Saying — *They Say* pgs. 15-29  
Film intro: *South of the Border, Food Inc., State of Mind, Between the Folds, Blood into Wine, The Botany of Desire, and Auschwitz: Inside the Nazi State, Forks over Knives* |

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| Week 2 | Fri 6-8 | Activity—Find the “They Say”  
Entrance essays (Browse through)—eCampus  
Film: “The Courage to Write my Story”  
Essay tips activity |
|--------|---------|-----------------------------------------------|
| Mon 6-11 | “Literacy Behind Bars” Malcolm X—Norton pgs. 577-582  
“When I was a Child” Lillian Smith—Norton pgs. 819-825  
**First draft of Essay #1 due to Safe Assign on eCampus by 11:59pm** |
| Tues 6-12 | Peer Review one: Bring three copies of your paper to class  
Film: “We Think…We Write…We Revise”  
Grammar Workshop |
| Wed 6-13 | Three Ways to Respond — *They Say* pgs. 52-67  
Introductions activity  
Film: “An Arguable Thesis”  
The Art of Summarizing — *They Say* pgs. 30-41  
Voice Markers—*They Say* pgs. 68-77  
Controversial issues activity |
| Thur 6-14 | Peer Review two: Bring three copies of your paper to class  
Grammar Workshop  
**Final draft of Essay #1 due to Safe Assign on eCampus by 11:59pm** |
| Fri 6-15 | Textual Analysis—*Norton* pgs. 49-58  
“Parallel Worlds: The Surprising Similarities (and Differences) of Country-and-Western and Rap” Denise Noe—*Norton* pgs. 598-603  
Songs—in class analysis |
| Mon 6-18 | Literary Analysis—*Norton* pgs. 146-152  
“Metaphor and Society in Shelley’s ‘Sonnet’” Stephanie Huff—*Norton* pgs.143-146  
“Spring Storm and Pear Trees” Frederick Turner—eCampus |
| Tues 6-19 | Songs—in class analysis  
“Second Coming” W. B. Yeats—eCampus  
**Thesis Workshop**—Bring your song lyrics/poem, thesis, and basic outline to class. |
| Wed 6-20 | Songs—in class analysis  
“Born this Way” Lady Gaga  
[http://www.youtube.com/watch?v=wV1FrqwZyKw](http://www.youtube.com/watch?v=wV1FrqwZyKw)  
**In-class Essay #1**—Visual Analysis |
| Thur 6-21 | MLA Workshop—Works Cited  
MLA Workshop—In-text Citations  
**Quiz on eCampus**: complete at home over weekend.  
**First draft of Literary Analysis due to Safe Assign on eCampus by 11:59pm** |
| Fri 6-22 | **Bring three copies of Literary Analysis to class for Peer Review**  
Developing a Research Plan—*Norton* pgs. 375-383  
Topics and Freewriting |
| Week 3 | Mon 6-25 | **MLA and plagiarism quiz on eCampus completed before class.**  
**Bring three copies of Literary Analysis to class for Peer Review**  
Sources—*Norton* pgs. 384-403 |

The instructor reserves the right to amend or change the syllabus as necessary.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 6-26</td>
<td>Source Credibility plus Primary, Secondary, and Tertiary Sources Final draft of Literary Analysis due to Safe Assign on eCampus by 11:59pm</td>
</tr>
<tr>
<td>Thurs 6-28</td>
<td>Paraphrasing— Norton pgs. 413-417 Paraphrasing Workshop Planting a Naysayer— They Say pgs. 78-91 Film: “Counterargument, Concessions, and Qualifiers” Naysayer Workshop</td>
</tr>
<tr>
<td>Fri 6-29</td>
<td>So What? Who Cares?— They Say pgs. 92-101 “Whodunit—The Media?” Maggie Cutler— Norton pgs. 684-690 Connecting the Parts— They Say pgs. 105-120 “Anti-Intellectualism: Why We Hate the Smart Kids” Grant Penrod— Norton pgs. 691-695</td>
</tr>
<tr>
<td>Week 7-2</td>
<td>First draft of research paper due to Safe Assign on eCampus by 11:59pm</td>
</tr>
<tr>
<td>Tues 7-3</td>
<td>First draft of research paper due to Safe Assign on eCampus by 11:59pm</td>
</tr>
</tbody>
</table>

**Grading Policies**
In this class, you will write three outside essays: a university entrance essay, a literary analysis, and a formal research paper. However, most of your grade is comprised from in-class activities, a visual analysis in-class essays, peer reviews, and participation in discussions. You cannot pass this class by simply writing papers; attendance is vital.

All final papers are only accepted on-line through Safe Assign on eCampus. However, you will also be required to bring a hard copy of each of your drafts to class as well as submit a copy of the draft to Safe Assign. Your final draft must be free of all plagiarism, including failure to cite a source or citing a source incorrectly. There will be an in-class essays. You will have one quiz (completed on eCampus) over MLA citation and plagiarism. There will be approximately 30 daily activities worth 10pts each. Each peer review is worth 25 points, 12.5 for bringing your paper and 12.5 for reviewing other student’s papers. Finally, you will be graded on your overall participation in daily discussion.

The instructor reserves the right to amend or change the syllabus as necessary.
This class is based on a 1,700-point scale.

<table>
<thead>
<tr>
<th>Breakdown of the points:</th>
<th>Point total for grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance Essay first draft</td>
<td>25</td>
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<tr>
<td>Entrance Peer Review one</td>
<td>25</td>
</tr>
<tr>
<td>Entrance Peer Review two</td>
<td>25</td>
</tr>
<tr>
<td>Entrance Essay final draft</td>
<td>200</td>
</tr>
<tr>
<td>Literary Analysis first draft</td>
<td>25</td>
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<tr>
<td>Lit Peer Review one</td>
<td>25</td>
</tr>
<tr>
<td>Lit Peer Review two</td>
<td>25</td>
</tr>
<tr>
<td>Literary Analysis final draft</td>
<td>300</td>
</tr>
<tr>
<td>Research Paper first draft</td>
<td>50</td>
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<tr>
<td>Research Peer Review one</td>
<td>25</td>
</tr>
<tr>
<td>Research Peer Review two</td>
<td>25</td>
</tr>
<tr>
<td>Research Paper final draft</td>
<td>400</td>
</tr>
<tr>
<td>In-class Essay one</td>
<td>100</td>
</tr>
<tr>
<td>MLA Quiz</td>
<td>50</td>
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<tr>
<td>Daily Activities</td>
<td>300</td>
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<tr>
<td>Discussion</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>1,700</td>
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</tbody>
</table>

**Bonus Points**

Students can earn bonus points (extra credit) by:

- Attending Library Workshop classes (L126) (15pts each)  
  [http://libguides.richlandcollege.edu/libraryclasses](http://libguides.richlandcollege.edu/libraryclasses)
- Attending Connections Study Skills Workshop classes (M-216) (15pts each)  
- Attending tutoring sessions at the Writing Center (M-216) (15pts each session. Up to 2 sessions per paper)  
  [http://www.richlandcollege.edu/writing/](http://www.richlandcollege.edu/writing/)
- Other extra credit may be offered by the professor throughout the semester. (Up to 15pts each)

**Where to get additional help**

- The Writing Center is located in Medina 216 (Phone: 972-238-6226). Students can receive free tutoring by appointment or on a drop-in basis.  
  [http://www.richlandcollege.edu/writing/](http://www.richlandcollege.edu/writing/)
- Richland Library Student Resources  
- The Learning Center’s Connections Study Skills Workshops.  
- ASAP: A Student Assignment Planner  

The instructor reserves the right to amend or change the syllabus as necessary.
• Research Project Calculator http://rpc.elm4you.org/
• Grammar, mechanics, plagiarism, and citations help available online:
  o http://www.noodletools.com/index.php
  o http://easybib.com/
  o http://grammar.ccc.commnet.edu/grammar/
  o http://www.dianahacker.com/resdoc/
  o http://owl.english.purdue.edu/
  o http://library.acadiau.ca/tutorials/plagiarism/
  o http://library.acadiau.ca/tutorials/webevaluation/
  o http://library.acadiau.ca/tutorials/research/
  o http://www.salisbury.edu/uwc/mlatutorial/MLA%20Tutorial/MLA_Tutorial.htm

Class Participation
Your success in this course is a function of your level of engagement. I am interested in the
good quality of your remarks rather than the quantity. Please use your analysis of the readings, prior
research, and/or study when responding orally in class. Please be prepared to back up any
points you make.

Participation in this course does not include doing work unrelated to this course during class,
sleeping in class, or using computers/laptops/phones or other personal electronic devices for
personal messaging, texting, emailing, or entertainment.

Attendance
Although I don’t take attendance, it is extremely important; minute writings, group work, and
participation in differing activities are the majority of your grade. Class is not simply a
reiteration of the readings. In class, we will practice critical reading and writing skills to become
better readers and writers. Simply writing a paper is not enough to pass this class. (See grading
section for more details) I understand circumstances arise where you may need to miss class,
however; excessive absences will affect your grade negatively. Additionally, if you miss more
than five (5) classes you will automatically FAIL this course.

Prompt arrival is imperative because arriving late (or leaving early) disrupts your fellow
classmates and many times the minute writings are given as soon as class begins. If
circumstances arise where you need to arrive late or leave early please let me know in advance,
and please keep the disruption of your fellow students to a minimum.

Communication
Email is my preferred method of communication outside of class. I check my email once a day,
extcept weekends and holidays. I respond to emails within 24 hours. If, after 24 hours, I have not
responded to you, please resend your email (sometimes technology doesn’t cooperate). You
may also chat with me virtually during office hours on Wimba chat (Mondays from 11:00am-
noon) or speak with me in person by appointment. I am happy to discuss paper topics or any
problems you may have. I can’t help you if you don’t talk to me. My door is always open.

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**Classroom Etiquette**

The format (group discussion as well as group activities) of the class requires punctuality, no early departures, no side conversations, and participation of all students. Please remember to be respectful of others in class through your words and actions. Cell phones are allowed in class as long as they remain on silent. If you need to take an emergency call, please be respectful and step outside the class to talk. Additionally, laptops are acceptable, but please refrain from surfing websites that are not relevant to our subject during class. Please do not text or email during class, for that only disturbs your fellow students and adds nothing relevant to our discussion. Thank you for your support in this matter.

By following the suggestions outlined below, you will be more successful and less frustrated with your instructor and fellow students (and better prepared for university and/or business life).

- Practice open and honest communication. Communicate, politely, with your instructor if you have a problem. Nothing can be solved if you approach your instructor in an offensive manner, or demand the instructor solve your problems, or if you act out in class. Also, nothing can be accomplished if you don’t talk to your instructor at all!
- Remember the golden rule: if you treat your instructor with respect, your instructor will treat you with respect. This works for your fellow students, too!
- Be prepared. Come to class prepared to write, discuss, work in groups, and ready to cooperate. Being prepared and able to work with a team are the two most valued skills in the business world! Have your reading finished, drafts prepared, and topics considered before you come to class, which above all else, demonstrates respect for yourself as well as your group members.
- Listen! Listen to your instructor and your fellow students. Take notes when needed. Most problems occur because deep and open listening has not been practiced. Consider your words before reacting. It shows respect for the other person, as well as yourself.
- Finally, respect other students and the instructor by coming to class on time and making sure your cell phones are on silent. Disrupting class is never respectful in anyone’s eyes!

Thank you for your attention. It is noticed and appreciated by your instructor and fellow students.

**Academic Honesty Statement**

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism, and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test.

Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

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Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. Students who are determined to be involved in such activities shall be punished as prescribed by College and Board policies outlined in the Student Code of Conduct. You can access this information by going to https://www1.dcccd.edu/cat0506/ss/code.cfm.

Final Grades through eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu or by phone at 972-613-1818. Use your DCCCD I.D. number to log onto eConnect. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Campus Emergency Operation Plan:
Richland College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus.
  - To familiarize yourself with these procedures, please take time to watch the overview video: http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv
  - The complete Emergency Operations Plan can be viewed and printed at the following website: http://www.richlandcollege.edu/emergency
If you have questions or concerns, please contact the Richland College Office of Emergency Management. This office can be reached by phone (972/238-3794) or by email (rlcoem@dcccd.edu)

Contingency Plan:
Richland College has developed an Instructional Contingency Plan for Temporary College Closing for On-Campus Courses. Students will be notified through either eConnect or eCampus email should an emergency occur which prevents classes from meeting. Weather closings are posted on the Richland College website at http://RichlandCollege.edu

Essay #1: University Entrance Essay
Length: 2-3 pages, double spaced in Times New Roman 12 point font
Due: First draft—June 11 to Safe Assign on eCampus by 11:59pm
Peer reviews—one, June 12, two, June 14 (bring three copies to class each time)
Final draft—June 14 to Safe Assign on eCampus by 11:59pm
Total: First draft—25pts, Two Peer Reviews—50pts, Final Draft—200pts

For this project, you will write a two to three (2-3) page essay that you can use to apply to a university as a transfer student. You will answer one of the questions below. The questions below are from https://www.applytexas.org/adappc/gen/c_start.WBX, the official application center for Texas universities.

The instructor reserves the right to amend or change the syllabus as necessary.
Please choose you topic and question according to your status when you plan to transfer and the degree you plan to pursue. If you transfer with less than 30 credit hours you are still considered a freshman, so choose accordingly. In other words, if you plan to transfer from Richland after only a year (or a year and a summer), you will still be considered a freshman. (On average, a full-time student earns 12 credit hours a semester.) Please be aware that NONE of you will be re-admit students (topic B), so do NOT write an essay describing why you should be readmitted to a university.

**Topic A (Freshman)**
Write an essay in which you tell us about someone who has made an impact on your life and explain how and why this person is important to you.

**Topic A (Transfer, Transient, Re-admit) Statement of Purpose:**
The statement of purpose will provide an opportunity to explain any extenuating circumstances that you feel could add value to your application. You may also want to explain unique aspects of your academic background or valued experiences you may have had that relate to your academic discipline. The statement of purpose is not meant to be a listing of accomplishments in high school or a record of your participation in school-related activities. Rather, this is your opportunity to address the admissions committee directly and to let us know more about you as an individual, in a manner that your transcripts and other application information cannot convey.

**Topic B (Freshman)**
Choose an issue of importance to you—the issue could be personal, school related, local, political, or international in scope—and write an essay in which you explain the significance of that issue to yourself, your family, your community, or your generation.

**Topic B (Transfer, Transient, Re-admit)**
If you are applying as a former student and were suspended for academic reason, describe briefly any actions you have taken to improve your academic abilities and give reason why you should be readmitted. If you are applying as a nondegree seeking or postbaccalaureate applicant, briefly describe the specific objectives you wish to accomplish if admitted, including the courses in which you would like to enroll.

**Topic C (All application types)**
There may be personal information you want considered as part of your admissions application. Write an essay describing that information. You might include exceptional hardships, challenges, or opportunities that have shaped or impacted your abilities or academic credentials, personal responsibilities, exceptional achievements or talents, educational goals, or ways in which you might contribute to an institution committed to creating a diverse learning environment.

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**Topic D**
Please Note: The essay in this section is specific to certain college majors and is not required by all colleges/universities that accept Apply Texas applications. If you are not applying for a major in Architecture, Art, Art History, Design, Studio Art, Visual Art Studies/Art Education you are not required to write this essay.

Personal interaction with objects, images and spaces can be so powerful as to change the way one thinks about particular issues or topics. For your intended area of study (architecture, art history, design, studio art, visual art studies/art education), describe an experience where instruction in that area or your personal interaction with an object, image or space effected this type of change in your thinking. What did you do to act upon your new thinking and what have you done to prepare yourself for further study in this area?

**Topic E (Transfer, Transient, Re-admit)**
Choose an issue of importance to you - the issue could be personal, school related, local, political, or international in scope - and write an essay in which you explain the significance of that issue to yourself, your family, your community, or your generation.

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**Essay #2: Literary Analysis**
**Length:** 3-4 pages not including the Works Cited page, double spaced in Times New Roman 12 point font.
**Source limit:** No outside source required, but you do need to cite your poem or song lyrics.
**Due:**
- First draft—June 21 to Safe Assign on eCampus by 11:59pm
- Peer reviews—one, June 22, two, June 25 (bring 3 copies to class each time)
- Final draft—June 25 to Safe Assign on eCampus by 11:59pm
**Total:** First draft—25pts, Two Peer Reviews—50pts, Final draft—300pts

Essay needs to conform to MLA standards and must include a Works Cited page with correct in-text (parenthetical) citations for all quotes, paraphrases, and/or summaries.

For this project, you will write a three-to-four page analysis of a poem (from eCampus) or lyrics of song (your choosing). **All lyrics must be pre-approved by me. Writing about a song without prior approval will result in a zero!** Your job is to interpret the song or poem. Don’t simply summarize; tell your reader what the underlying meaning of the song is. In other words, you have to decide what the artist/poet is trying to say and why. You need to have a thesis statement that is an argument (your interpretation) not simply a summary of the action of the song. Your thesis statement is your analysis, your final decision about what the poem/song means. Use textual evidence to back up your analysis and support your thesis statement. However, you still need to include enough summary so that the reader will understand your poem/song even if she hasn’t read/heard it before.

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The instructor reserves the right to amend or change the syllabus as necessary.
To come up with a thesis statement, consider the larger context of your poem/song, historical, biographical, political, social and what or how those ideas fit into your interpretation. Does your work mean or say something specific when you place it historically or politically? Does the author’s personal background give some special meaning to the words? Or can you come up with a unique interpretation simply based on the text? See the handouts on eCampus entitled “How to Analyze Poems and Songs” and “Ten Tips for Successful Literary Analysis” for more help.

Remember, this interpretation is your opinion, so use declarative words and a strong voice in your essay to make your point! Your analysis is never wrong as long as you use textual evidence to back up your claim.

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**Essay #3: Persuasive Research Paper**

**Length:** 4-5 pages not including the Works Cited page, double-spaced in Times New Roman 12 point font.

**Source Minimum:** four sources minimum, including one scholarly article

**Due:**
- First draft—11:59pm June 29 to Safe Assign on eCampus
- Peer Reviews—one, July 2, and two, July 3 (bring 3 copies to class each time)
- Final draft—11:59pm July 3 to Safe Assign on eCampus

**Total:** First draft—50, Two peer reviews—50, Final draft—400

Essay needs to conform to MLA standards and must include a Works Cited page with correct in-text (parenthetical) citations for all quotes, paraphrases, and/or summaries.

You will write a four-to-five (4-5) page research paper that argues a point and tries to persuade the reader. Your job is to change the reader’s mind about a particular subject and persuade the reader into believing your argument. Topics are up to you. Controversial topics are easier to find information about but may be harder to argue, so be careful choosing your topic. Your paper must be written so that it is accessible to readers from a different perspective. In other words, be fair and unbiased when acknowledging what others say about your issue but remember to use leading terms to let your audience know that this is not your argument. Finally, be firm and declarative when arguing your side.

Your paper must be supported by a minimum of four sources. Your thesis statement must be clearly stated in your introduction and be in the form of an argument. You must have a variety of sources, with at least one scholarly article from a reliable database (the other three sources are your choice). In other words, you will have at least one book, one scholarly article, and three other sources of any type. Remember, only websites that end with “.edu,” “.org,” or “.gov” are acceptable for this paper. If you wish to use a “.com” website, you verify its credibility first. If you are unsure whether the website is credible, email me the link, and I will look at it. Using a “.com” in your paper without verifying credibility will cause points off and/or possible failure. Dot com websites are tertiary sources and should be used for research purposes only.

The instructor reserves the right to amend or change the syllabus as necessary.
Remember that this paper is only 4-5 pages long, so narrow your topic accordingly. Don’t try to save the world; save that for your dissertation.

Things to remember:

- A thesis is a statement that is arguable. It must be narrow enough to be argued within the page limits. It is not a question, a statement of fact, or a simple opinion. It must be arguable with reasonable and reliable evidence. A thesis cannot be based on faith or personal belief. You cannot persuade someone to change religions in an academic research paper. Save that debate for theology or philosophy class.
- Do not use religion as evidence because, once again, you cannot persuade someone to change beliefs with religion or faith because religion is personal.
- Include a title that gives an insight into the paper and is also catchy and interesting. It should be in the form of metacommentary.
- Include a naysayer. In other words, what types of arguments would the other side bring up? Don’t forget to acknowledge the other side of your issue and overcome any arguments against your issue, otherwise your paper becomes biased and one-sided. Refuting objections makes your argument stronger and more believable, allowing those of differing beliefs the ability to access your argument, so you can change their minds.
- Be fair and unbiased when acknowledging what they say but include leading terms, so the reader knows you do not agree with what “they say.” Then argue why you are right, and they are wrong.
- Include the “who cares” and “why it matters” aspect. Let the reader know why you are writing and what difference it would make in your discipline or in the real world.
- Avoid “because I said so” arguments and “snot-stew” arguments. In other words, use credible evidence to back your claim.
- Include a variety of quotations: exact quotes, paraphrases, and summaries. Cite all appropriately.
- Use the “quotation sandwich” for quoting, which includes an introduction, an explanation, and commentary. Don’t be a hit-and-run quoter.
- Include in-text citations for all exact quotes, paraphrases, and summaries of others’ thoughts and words. Your parenthetical citation should include the author’s last name and a page number (Smith 128). If there is no author, use the first word in the title of the article in quotation marks (“Healthy”). If you don’t have a page number, leave it out.
- Include a Works Cited page with all your sources cited correctly. Use easybib.com for help forming a Works Cited page, or visit the library for help.
- Follow proper MLA standards for formatting your paper and citations. If you are unsure of formatting, check eCampus or your book for examples and guidelines.

Irrates for arguments (You can choose your own. These are simply suggestions):

- Peer-to-peer music sharing
- Legalization of marijuana
- Animal testing
- Genetically modified foods
- Organic foods
- Gun control
- Guns on college campuses
- Alternative medicines

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- Same-sex marriage
- Welfare
- War in Afghanistan
- Selling Organs
- Anorexia/Bulimia
- Obesity
- Beauty in the media
- Government healthcare
- The death penalty
- Assisted suicide
- Women’s rights in foreign countries
- The role of the US in foreign countries
- Human rights
- Modern day slavery
- Global warming
- Occupy Wallstreet
- Illegal downloading
- State’s rights in education
- The banking industry bailouts
- Education in Texas
- Immigration
- Illegal aliens in the workforce
- The DREAM Act
- English as a national language
- Nuclear Energy
- Solar Energy
- Hybrid vehicles
- Ethanol
- Texting while driving
- Internet censorship
- Dating violence
- Access to birth control