English 102D Honors: Composition II  
Winter 2012  
Mondays and Wednesdays: GWH 152 12:20-2:30pm

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Office Hours: MW 10:00am-12:00pm

Sustainable Food Practices in America

The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.  
~Albert Einstein

Dis-moi ce que tu manges, je te dirai ce que tu es.  
[Tell me what you eat and I will tell you what you are].  
~Anthelme Brillat-Savarin 1826

Course Description

Welcome to English 102D Honors! In this course, you will be reading research from a wide variety of social and cultural traditions. Since it is unlikely you will belong to all of them, you will need to read actively, interrogatively, and openly. Like a traveler in another country, you will need to think hard about what you are seeing, think reflexively about your own assumptions, and find the courage to voice your questions when confronted with something that doesn’t make sense to you. In this class, we will examine the theme of sustainable food practices in America.

You may wonder why we have theme for a course that is about the research. A central theme will help guide us through the research process together to create a sense of community as we develop a mastery of the research process. The mission of the EVCC Sustainability Committee is to “raise campus and community awareness regarding sustainability issues and support the implementation and maintenance of sustainable practices; integrate sustainability into all aspects of campus life including educating all members of the campus community toward creating a responsible citizenry. Sustainability is commonly defined as the ability to meet the needs of the present without compromising the ability of future generations to meet their needs.” This research class will join the committee’s mission and develop thesis-driven essays about the current sustainability scholarship. We’ll also put theory to practice by transitioning into a paper-free classroom using Angel, the Internet, and online databases.

Sustainable Food Practices is a useful point of departure for inquiry about the culture in which we live. We will read, write, and research about this theme to answer a few Big Questions about sustainable food practices in America.
Big Questions

What are sustainable food practices in America?
What is the history of sustainable food practices?
How does sustainable food practices reflect cultural diversity in America?
How do our attitudes differ about food in the Pacific Northwest compared to the rest of the US?
Are sustainable food practices a socio-economic class issue?

Bonus Question:
What role does technology play in 21st century research?

With the theme of sustainable food practices, we will examine the scholarly research process of gathering evidence to support our claims. The habits of mind that we will cultivate exercise your ability to critically think, employ analytical skills, and organize your written communications. These are transferable skills that you will use beyond this class. We will read an extensive amount of work related to our course theme and about the topic that you would like to investigate. Once we have begun to deepen our understanding of our topics, and our perspectives of them, we will work to find ways we can communicate our ideas more effectively through speaking and writing.

In this course, I encourage you to consider and practice additional possibilities with writing. We may write to understand why and how we think the way that we do. We may write to discover what it is we may not yet know, believe, understand about our world, ourselves, or the method that we use to make sense of the environment in which we work, live, and play. In other words, we will learn about writing as a skill not just of product but of process as well.

You will have the opportunity to gain practice in developing a thoughtful and informed perspective about the material that we study. In class discussions we will examine the reasons for your thinking by showing or explaining how and why you possess such a perspective. In various writing assignments you will situate your perspective in the context of other perspectives in our discourse community. By the time you are ready to enter classes that require research papers, you will have confidence in your ability to communicate your perspective effectively through written texts to your designated audiences.

The working assumption of this course is that sustainable food practices matter a great deal. We will, then, consider how and why such practices matter in the development of our own understanding and judgment of texts in our research. Indeed, all of our texts that we will discuss in class explore the representation of such differences on a regular basis. In addition, this is not a lecture course. Thus, if you are looking for a less demanding educational experience, or are uncomfortable with either the working assumption of this course or the active exploration of such differences, another course would serve you better.

Everett Community College Course Description

Writing single-source and multi-source essays with an emphasis on audience, voice, and current research techniques and documentation. (Specific sections marked ENGL 102D fulfill the diversity requirement for associate degrees.) (Formerly ENGL 102)
Suggested Prerequisite: Completion of ENGL& 101 with grade of B or higher.
English 102D is a diversity course to fulfill the diversity course requirement for Associate Degrees. EvCC emphasizes the importance of understanding diverse perspectives in our society by establishing a "diversity course" requirement in all its associate degrees.

This is an Honors class within the The EvCC Honors Program which has been designed to give our students an opportunity to stand out in their applications for transfer to 4-year schools and on their resumes, and to do Honors-level academic work while working toward their AAS degrees at EvCC.

- Gain an edge in transferring to the 4-year college or university of choice
- Stand out from the crowd when searching for a job
- Roll up their sleeves and experience what professionals in the field actually do
- Sharpen writing skills and build confidence
- Explore new depths, broaden horizons, and integrate knowledge
- Experience camaraderie with their peers and professors

Do you have to be in the Honors program to be in this class? No. You do, however, have to work hard.

**Everett Community College Core Learning Outcomes**

1. **Engage and take responsibility as active learners**—Students will be involved in the learning process as they gain deeper levels of understanding of the subject matter. They will design, complete and analyze projects while developing group interaction and leadership skills.

2. **Think critically**—Students will develop and practice analytical skills, problem-solving skills and quantitative reasoning skills. Using creativity and self-reflection, they will be able to engage in inquiry that produces well-reasoned, meaningful conclusions.

3. **Communicate effectively**—Students will develop the organizational and research skills necessary to write and speak effectively. The students will demonstrate awareness of different audiences, styles, and approaches to oral and written communication.

4. **Participate in diverse environments**—Students will gain the awareness of and sensitivity to diversity, including one’s own place as a global citizen. Students attain knowledge and understanding of the multiple expressions of diversity, and the skills to recognize, analyze and evaluate diverse issues and perspectives.

5. **Utilize information literacy skills**—Students will develop and employ skills to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various forms.

6. **Demonstrate computer and technology proficiency**—Students will use computers and technology as appropriate in their course of study.
English 102 Course Outcomes

A student entering into this course should be able to formulate a thesis and understand its function in an essay, draw conclusions from reading text, punctuate direct quotations, frame an argument to support and illustrate claims with evidence.

Below are the outcomes, or measurable aspects of learning for this course. I have drawn these from a more expansive set of outcomes that Everett Community College has established for this course. We will look at the College outcomes listed above with some frequency and below I want to focus on what are the core outcomes of this specific course. Everything that we do in class or in assignments connects in some way to one or more of the English 102D course outcomes.

Our class will include activities such as close analysis of readings for content, form, and style. We will do analysis of pre-writing and post-analysis of student essays with samples from my previous courses. Research projects, assignments, expository essays, in-class writing activities and reflective journals will be based on the texts we are reading and discussing as a class. We will work in groups for discussion, peer response, and presentations.

The student who successfully completes English 102D will:

1. Apply documentation/research techniques using MLA and APA documentation to avoid plagiarism.
2. Acquire research skills using the EvCC library and media services, books, periodicals, and online resources.
3. Engage in critical inquiry as method of analysis that builds on and extends your everyday critical thinking skills.
4. Assemble strategies for generating, revising, editing, and proofreading grammatical and mechanical errors through multiple drafts of revision of research-based essays.
5. Integrate information from relevant texts into essays that demonstrate development, relevance, and effectiveness in communicating the writer’s emphasis.
6. Practice giving and taking constructive feedback while critiquing on writing in progress with the instructor and peers.
7. Evaluate rhetorically effective research by understanding the concepts of analysis, synthesis, and evaluation when developing research projects and presentations.
8. Synthesize course concepts by joining a Research Cohort and presenting a Symposium on campus.
9. Develop college-level research skills by formulating an arguable thesis statement supported by analysis of evidence.
10. Demonstrate an understanding of diverse perspectives by developing a final research portfolio on a specific topic of the student’s choice.

Course Policies—English 102D

Student Responsibilities

I assume that if you are enrolled in this course, you are prepared for college level learning as an Honors student. Adult learning requires your attendance and preparation to succeed in this
class. This is an intensive writing and reading course that requires your consistent and active engagement in class discussions, activities, and workshops. We will create a learning community that provides a forum for sharing ideas about what we are reading and writing. Because we focus on the important exchange of ideas, perspectives, and experiences in the form of class discussions, shared written responses, and workshops, it is vital that we make every effort to establish a respectful and thoughtful learning community. I trust that you will assist in creating a space where all of us are invited to share and receive ideas. Sometimes we may agree, disagree, or even become offended, but it is nonetheless necessary to the intellectual inquiry we pursue in this course and at the community college.

**Attendance**

Everyone will benefit if you arrive on time and prepared to engage in the course work. **You are responsible to find out what you missed from others in the class if you are absent.** If you are a Running Start student and your high school activities conflict, you will take full responsibility for the absence. If you are involved in a community college sanctioned group and its schedule will cause you to miss class, you must provide me with official documentation in advance and you will take full responsibility of missed classes. Whatever your circumstance, if you miss class, it is up to you to find out what you missed from a classmate. Some grading opportunities cannot be made up. Please realize that this class has its own schedule to keep and this may not be the best quarter for you to take this course if your other commitments conflict with this course.

**Punctuality**

College level education is preparation for your career. In the ‘real world,’ tardiness at your job is not tolerated. Being tardy to class is distracting those who had the courtesy to arrive on time. Please take the role of being a student seriously and be on time to class.

**Participation in Class**

You will discover that writers rarely work in isolation. It is crucial at different stages of the writing and revising process, to share information, discuss strategies, and receive feedback. Throughout the quarter, you will work closely and collaboratively with one another and me reading and responding to your writing. Complete the assignments prior to our meeting and come to class ready to work, share, and listen. I will feel free to ask anyone to contribute to discussion about course readings. If you are unprepared for that day, I may ask you leave. Please turn off the volume to all cell phones while you are in my class. Please have the courtesy to check your phones text messages during the break.

**Preparation for Class**

The standard policy for preparation for a college level course is two hours of preparation for each hour of class. Thus if your class meets five hours a week, you are expected to do a minimum of ten hours of preparation for it. To receive credit for this course, you must complete all essay assignments and attend class regularly.

**Late Work**

Late work is an inconvenience to me and an injustice to those who meet the deadline. The due dates are listed on the Course Outline and assignment sheets will be distributed prior to the
due dates. **Absence from class does not justify late work.** I will deal with any late work in any way that appropriate to the situation, including not accepting it for credit, deducting points, or not commenting on it. I do not accept accumulated late work. I do not give extra credit for missed opportunities.

**Plagiarism**

Using somebody else’s words and/or ideas as if they are your own (or allowing somebody else to use your work) is grounds for denial of credit for the assignment. I am offended by acts of plagiarism, so I will take full action against such offenses. **Plagiarism will result in zero credit for the assignment, even if it is a necessary assignment to pass the course, and I will report it to the Vice President for Student Affairs.** You are responsible for documenting your use of borrowed material correctly in the documentation styles that will be covered in this course.

**Ownership and Prudence**

Everything that you turn in must have your name on it and it is to be your original work. Although you are encouraged to seek feedback from others and the Writing Center, **the writing must be your own.** Save all drafts, prewriting, outlines, and other steps that you took to complete your assignments. Always back-up your work and/or keep hard copies of it. Leave sufficient time for computer failures. Because of the nature of this course, you will need access to a computer (or typewriter). Take note of the facilities on campus for access in case your home system fails. **Computer problems are not a viable excuse for late work.**

**Promptness**

If you foresee a problem with a due date, communicate with me about it at least a week in advance so we can make arrangements if possible. In chronic or extreme cases of late work, I reserve the right to deny your work. **All major essay assignments are necessary to pass the course.** For instance, if you do not turn in one essay, you have not done the minimum requirements to pass this course. It is your job as a student to fulfill the requirements of each course you take in order to complete the prerequisites of future courses. **If I choose to accept late work, its grade will be penalized and will be graded at my convenience.**

**Presentation**

Your written work is a demonstration of your understanding of the subject we have been discussing. All work to be turned in must be typed. Follow instructions for all writing assignments.

**Texts and Materials**

There will be no required textbook to purchase for the class. We will use a variety of readings from [The College of Open Textbooks](https://open洙.edu/).

Students will need their own laptops or they will need to rent a [Netbook for $10 from the campus library for class meetings](http://campuslibrary.utexas.edu/netbooks/).
Students will put sustainability theories to practice by being a mostly paper-free classroom using Angel, the Internet, and online databases as much as possible.

Students will need regular access to the Internet, an online or paperback college level dictionary, and a flash drive or disc to save your work.

**Students must use their campus Gmail account for class activities.**

**Evaluation and Assessment Information**

Your writing is evaluated as a finished product, but the documentation of your process is very important to your grade. Both mechanics and content are significant to your grade because they contribute to the effectiveness of your communication. Work that indicates a lack of proofreading will be severely penalized. Patterns of technical error that have been brought to your attention are expected to show improvement on subsequent drafts.

For each assignment, I will provide an evaluation rubric in order for you to understand what needs improvement in your writing. At some point in the quarter, we will meet on an individual basis to discuss your progress (or lack thereof) in the course. To receive credit for English 102D, you must complete all essay assignments and attend class regularly. The technical quality of your writing must be at least at the 2.0 level for you to receive a grade of 2.0 or above for English 102D.

**Evaluation Point System**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Research Journals/In-class Activities</td>
<td>30%</td>
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<tr>
<td>Presentations</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Symposium</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
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**Grading Guidelines**

Since grading is an unavoidable part of teaching, and ultimately a significant part of any educational experience for students, I thought it would be helpful to you to know how and upon what basis I will be grading your writing. Often students equate effort, good intentions, and length of time spent on an assignment with grades. Though I understand the impulse, I think if you consider the subjective nature of evaluation based on such criteria you will agree with me that more concrete criteria are called for. I will be grading your papers according to an A-F +/- system. A grade of F means that you have failed to fulfill the minimum requirements of the assignment.

The basis upon which I will assign these grades is as follows:

--A **D** means that you have marginally completed the minimum requirements of the assignment. While there is a kernel of insight in your work, it is not clearly developed or supported. In addition, the presentation of your material--its organization and its form (spelling, punctuation,
grammatical structure, etc)--leaves the reader without a clear sense of your project. You have done less than average work.

--A C means that you have successfully completed the minimum requirements of the assignment. Your paper has no major problems of any kind, but there is still much you might do to make the paper exemplary in terms of coherence, support of your argument, and style and voice or tone. You have done average work.

--A B means that you have gone beyond the minimum requirements of the assignment and have successfully balanced the aims of description and analysis. You have written with insight, though there is still room for improvement in terms of expressing yourself clearly, meaningfully and imaginatively. You have done good work.

--An A means you have produced a paper exemplary in almost every way. You present your ideas coherently, organize your thoughts effectively, and support your interpretations meticulously. A plus paper is also one that is original and balanced in style or voice and tone. Finally, an A paper’s attention to form (spelling, punctuation, grammar and documentation when applicable) is as rigorous as the content. You have done superior work.

If you remain in this course, it implies your understanding and acceptance of these policies. I look forward to reading your work and sharing ideas!

The following list is some advice on how to be successful in this course.

1. Don’t miss class. Please read the syllabus and follow the course outline. Every class has a goal to help you succeed in learning how to become a better research writer.

2. Do your own work. When you are doing research and writing documented papers, it is often a challenge to maintain ownership of the paper. The assignments are designed to help you keep your own voice as the focus of your writing and thus avoid plagiarism. Review the materials available about plagiarism; you are responsible for understanding what it is. There are no excuses. Presence of plagiarism in any paper is a major offense. See note above.

3. Manage your time. Time management is an important ingredient to success when it comes to writing research-based papers.

4. Do all of the small support activities. The class has specific goals and competencies that are decided by the community college. Research is a skill that you will need in your future classes at Everett Community College and beyond. You are often given an opportunity to practice these skills before being accountable for mastering them.

5. Take advantage of our expert librarians. We will have the opportunity to work with librarians who teach community college students. Our librarians are skilled researchers and teachers who want to help you. Don’t hesitate to ask for help while you are working in the library.
6. **Come to class prepared.** Whether it is a reading assignment, a paragraph, a draft, or an in-class activity, if you haven’t done the work, you cannot benefit from the activity or discussion. This is an intense class that demands a lot of you as a student and thinker. It is my job to assist you in this process, but it is up to you to do the work. This is a case where you can foster working independently; take advantage of what adult college level learning is all about.

7. **Be a good Cohort member.** When we discuss the group presentation, I will give you strategies for making this assignment a positive experience. If you are a slacker or if you don’t really care about your grades, don’t assume that your fellow group members feel the same way. Honestly, this is not a class for slackers. If you have personal commitments and you don’t have time to meet outside of class, you can still be a productive member with the use of technology. The key is to communicate with your group members. *I look forward to working with you!*

**What is a Cohort?**
From the *Oxford American Dictionary*

Cohort—noun
1 [treated as sing. or pl. ] an ancient Roman military unit, comprising six centuries, equal to one tenth of a legion.

2 [treated as sing. or pl. ] a group of people banded together or treated as a group: *a cohort of civil servants patiently drafting legislation.*
• a group of people with a common statistical characteristic: *the 1940–44 birth cohort of women.*

3 a supporter or companion.
• an accomplice or conspirator: *his three cohorts each had pled guilty.*

**ORIGIN** late Middle English: from Old French *cohorte*, or from Latin *cohors, cohort- ‘yard, retinue.’* Compare with *court."

**USAGE** The : co- in *cohort* is not a prefix signifying a joint or auxiliary relationship (as in : *coauthor* or : *codependency*). The word derives from the Latin : *cohors*, an ancient Roman military unit, and also ‘band of people with a common interest.’ In the mid 20th century a new sense developed in the U.S., meaning ‘a companion or colleague,’ as in : *young Jack arrived with three of his cohorts.* Although this use is well established, there are still some people who object to it on the grounds that *cohort* should only be used for groups of people, never for individuals. The use of *cohort* to refer to a group of people with a common characteristic, as in a demographic context (: *the 1946–60 birth cohort*), is generally considered acceptable.

For the purpose of this class, we are going to use the third definition—you will work with others in the course as a “band of people with a common interest.” *By the second class, you have to choose a Cohort. Choose carefully. You will work with this cohort and theme all quarter.* There are five spots per Cohort, so choose a second and third choice if we have to do a drawing to fill the other Cohorts. What if you aren’t interested in any of the Cohort topics? Drop the class and sign-up for another English 102 course. Being an active member of your Cohort is a requirement of this course.
Here is a short overview of each Cohort. You should also check out each folder in Course Information for further information.

**Cohort 1—MOOC Explorers**
If you are admitted into the Honors Program, I highly recommend that you join this Cohort (not required, just a suggestion).

You will join a MOOC (Massive Open Online Course). Never heard of a MOOC? Use the Google machine! Read up on the future of learning. You will take a class with the Johns Hopkins Bloomberg School of Public Health. The class starts on January 23, 2013 and runs for six weeks (it’s free).

Challenges: Get the experience of two classes in one!  
Benefits: You will get to take a course with a top American university.  
Possible Negative Outcomes: You may find a MOOC unsatisfying.

**Main Objectives for Cohort 1:**
- Add to our class discussions about Sustainability.  
- Integrate your knowledge and research into your Research Journals.  
- Assemble reports to the class about the experience of taking a MOOC.  
- Engage the class by teaching what you learned in presentations and activities.  
- Synthesize what you have learned in the Final Research Paper.  
- Summarize your experience and learning during the Symposium.

**Cohort 2—Film Reviewers**
If you have an interest in documentary films, this is the Cohort for you. Members of this cohort will research two documentaries to show to the class. They will be responsible for showing the films and facilitating a discussion about two films of their choice. In addition, they will provide research about the films. It is also their responsibility to teach the class about the differences between watching a film for enjoyment and watching as an active researcher. The films must be documentaries concerned with Food Sustainability.

Challenges: Getting all group members to agree on two films.  
Benefits: You will become well versed in presenting, researching, and teaching documentary films.  
Possible Negative Outcomes: You’ll watch films you don’t want to study.

**Main Objectives for Cohort 2:**
- Add to our class discussions about Sustainability.  
- Integrate your knowledge and research into your Research Journals.  
- Assemble a report to the class about your documentaries.  
- Engage the class by teaching what you learned in presentations and activities.  
- Synthesize what you have learned in the Final Research Paper.  
- Summarize your experience and learning during the Symposium.
**Cohort 3—Research Techies**
Techies, by nature, love technology and they like to share what they know. If you love technology, this is the cohort for you. As a member of this cohort, you will learn how to use Mendeley, a free organizer of research and data for collaboration and research. Your cohort will be our experts-in-training about educational technology. You will collect resources about Food Sustainability using Mendeley and other research tools that your cohort will select.

Challenges: There is only ten weeks in this course.
Benefits: You will use cutting-edge technology that will change how you do research.
Possible Negative Outcomes: Technology is like drinking from a fire hose.

**Main Objectives for Cohort 3:**
- Add to our class discussions about Sustainability.
- Integrate your knowledge and research into your Research Journals.
- Assemble a report to the class about Educational Technologies.
- Engage the class by teaching what you learned in presentations and activities.
- Synthesize what you have learned in the Final Research Paper.
- Summarize your experience and learning during the Symposium.

**Cohort 4—Community Reports**
If you like talking to people, getting off campus, and collecting data, this cohort is for you. As a member of this cohort, you will survey people on and off campus about their views about Sustainable Food Practices. You will travel either in pairs or as a group to a local farm and/or a farmer’s market to interview people about Sustainability. As a group you’ll write a survey to collect data about our course theme. A goal of this group will be to publish their findings with a reporter of *The Clipper* or another publication of their choice (blog, wiki, website, etc).

Challenges: Writing your survey and collecting the data.
Benefits: You’ll be a published author.
Possible Negative Outcomes: People will not want to talk to you.

**Main Objectives for Cohort 4:**
- Add to our class discussions about Sustainability.
- Integrate your knowledge and research into your Research Journals.
- Assemble a report to the class about your survey and interviews.
- Engage the class by teaching what you learned in presentations and activities.
- Synthesize what you have learned in the Final Research Paper.
- Summarize your experience and learning during the Symposium.

**Cohort 5—Wiki Builders**
If you like the idea of creating a Wiki as a resource for this class, this cohort is for you. As a member of this cohort, you will build a wiki together by collecting research about Sustainable Food Practices in America. You’ll research about creating Wikis in order to teach other researchers about this common form of OL collaboration. You’ll create a vocabulary list for the course and a list of references about Sustainability that you will collect from Cohorts 1-4. Your
main goal will be to focus on Food Sustainability as it relates to children (or you can choose another demographic).

Challenges: Selecting your demographic.
Benefits: You’ll be a Wiki master designer by the end of the course.
Possible Negative Outcomes: You will have to choose your own direction more than the other groups.

**Main Objectives for Cohort 5:**
- Add to our class discussions about Sustainability.
- Integrate your knowledge and research into your Research Journals.
- Assemble a report to the class about your Wiki design.
- Engage the class by teaching what you learned in presentations and activities.
- Synthesize what you have learned in the Final Research Paper.
- Summarize your experience and learning during the Symposium.

*Cohorts may negotiate topics and themes as long as time permits and if all parties agree. Instructor reserves the right to mediate and/or dictate should disagreements within cohorts occur. All parties must enter into this course with the understanding that quality learning is time-consuming, hard, and fun.*

**English 102D—Course Outline**

This Course Outline is subject to change at the discretion of the instructor. Always check with a classmate if you miss class to be sure that no changes were made. Please use this Course Outline by checking it often. It is a tool to help you stay organized for the class. We will use this outline as a way to organize assignments for the quarter. Any changes will be announced in class or on Angel. More specific information about all reading and writing assignments are posted on Angel.

**Course Introduction — Week 1: January 7-11**

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<thead>
<tr>
<th>Class Objectives</th>
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<tr>
<td>These are the goals for this day’s class.</td>
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<tr>
<th>Reading Assignments</th>
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<tr>
<td>Each Reading Assignment that appears in this column is due on this day. Be ready to discuss the material in class.</td>
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<th>Writing Due</th>
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<td>Each writing assignment that appears in this column is due on that day.</td>
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<tr>
<td>Course Introduction</td>
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<tr>
<td>Choosing Cohorts</td>
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<td>Syllabus &amp; Course Policies</td>
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<tr>
<td>Read Announcements and Weekly Assignments</td>
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Using Quotations and Writing Proposals—Week 2: January 14-18

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<th><strong>Class Objectives</strong></th>
<th><strong>Reading Assignments</strong></th>
<th><strong>Writing Due</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>M</strong> Aristotle’s Rhetorical Triangle</td>
<td>Read Announcements and Weekly Assignments</td>
<td>Journal #1: See Week 2 for assignment</td>
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<tr>
<td>Cohort Meeting</td>
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<tr>
<td><strong>W</strong> Summary and Analysis in Research Writing Using Quotations</td>
<td>Read Announcements and Weekly Assignments</td>
<td>Journal #2</td>
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Cohorts and Research Questions—Week 3: January 21-25

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<th><strong>Class Objectives</strong></th>
<th><strong>Reading Assignments</strong></th>
<th><strong>Writing Due</strong></th>
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<tbody>
<tr>
<td><strong>M</strong> No Class Meeting! Dr. Martin Luther King Jr. Holiday</td>
<td>Read Announcements and Weekly Assignments</td>
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<tr>
<td><strong>W</strong> Evaluating Internet Databases</td>
<td>Read Announcements and Weekly Assignments</td>
<td>Cohort Proposals Due (by 8AM)</td>
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<td></td>
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<td>Journal #3</td>
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Mendeley, Wikis, and MOOCs (Oh My!)—Week 4: January 28-February 1

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<thead>
<tr>
<th><strong>Class Objectives</strong></th>
<th><strong>Reading Assignments</strong></th>
<th><strong>Writing Due</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Cohort 2 Presentation #1</td>
<td>Read Announcements and Weekly Assignments</td>
</tr>
<tr>
<td>W</td>
<td>Cohort 3 Presentation #1</td>
<td>Read Announcements and Weekly Assignments</td>
</tr>
<tr>
<td></td>
<td>Cohort 1 Presentation #1</td>
<td></td>
</tr>
</tbody>
</table>

**Interviews, Surveys, and Evaluating Internet Resources—Week 5: February 4-8**

<table>
<thead>
<tr>
<th>Class Objectives</th>
<th>Reading Assignments</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Cohort 4 &amp; 5 Presentation #1</td>
<td>Read Announcements and Weekly Assignments</td>
</tr>
<tr>
<td>T</td>
<td>Journal Entries and Reflections Due</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Evaluating Internet Resources Meetings/Discussions</td>
<td>Read Announcements and Weekly Assignments</td>
</tr>
</tbody>
</table>

**Writing While You Research and Plagiarism—Week 6: February 11-15**

<table>
<thead>
<tr>
<th>Class Objectives</th>
<th>Reading Assignments</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Writing While You Research Process Plagiarism Student Sample Discussion</td>
<td>Read Announcements and Weekly Assignments Student Sample posted in Week 6</td>
</tr>
<tr>
<td>W</td>
<td>To be decided</td>
<td>Read Announcements and Weekly Assignments</td>
</tr>
</tbody>
</table>

**Developing Research Questions—Week 7: February 18-22**
<table>
<thead>
<tr>
<th></th>
<th>Class Objectives</th>
<th>Reading Assignments</th>
<th>Writing Due</th>
</tr>
</thead>
</table>
| **M** | **No Class Meeting**  
Presidents’ Day Holiday |                                                                                       |                                  |
| **W** | Writing Research Questions  
Considering Audience | Read Announcements and Weekly Assignments | Research Proposal Due |

### Reviewing the Literature—Week 8: February 25-March 1

<table>
<thead>
<tr>
<th></th>
<th>Class Objectives</th>
<th>Reading Assignments</th>
<th>Writing Due</th>
</tr>
</thead>
</table>
| **M** | Cohort 2 Presentation 2  
Reviewing the Literature | Read Announcements and Weekly Assignments | Journal 8 |
| **W** | Cohort 3 Presentation 2  
Student Sample Discussion  
Final Essay Interviews | Read Announcements and Weekly Assignments | Journal 9 |

### Final Essay Workshops—Week 9: March 4-8

<table>
<thead>
<tr>
<th></th>
<th>Class Objectives</th>
<th>Reading Assignments</th>
<th>Writing Due</th>
</tr>
</thead>
</table>
| **M** | Cohort 4 Presentation  
Revising Thesis Statements  
Avoiding Plagiarism | Read Announcements and Weekly Assignments | Journal 10 |
| **T** | Journal Reflections Due |                                                                       | Journal Reflections Due |
| **W** | Cohort 1 Presentation 2  
Writing a Review of the Literature  
Working with sources  
Getting to the Draft  
Writing an Annotated Bibliography | Read Announcements and Weekly Assignments | Review of the Literature Due |

Peer Response, The Final Essay, and Class conclusion—Week 10: March 11-15
<table>
<thead>
<tr>
<th>Class Objectives</th>
<th>Reading Assignments</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M</strong> Conferences</td>
<td>Read Announcements and Weekly Assignments</td>
<td>Rough Draft</td>
</tr>
<tr>
<td>Cohort Symposium Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W</strong> Peer Response</td>
<td>Read Announcements and Weekly Assignments</td>
<td>Peer Response Draft</td>
</tr>
<tr>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Symposium Monday, March 18.**
The final class will be a Symposium of research presentations that we will invite members of the campus to attend. Each cohort will present for 15 minutes and we’ll have a question and answer session along with refreshments. We’ll create a title for our Symposium that you can use for your resumes and college applications.

**Final Essay Due by noon, Tuesday March 19.**
There will be no final exam in this class.

When I have calculated all of the grades, I will post information about your final grade on Angel.

*All assignments on the Course Outline are subject to change at the discretion of the instructor.*