

# College Writing

WRI 100: Sec. 70

Cedar Crest College, Summer 2010

MW 6-9 PM; Room: BHA 4

Format: Discussion/Workshop

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**Office Hours:** My office hours are by appointment over the summer, but generally I'll be available in the hour just prior to class starting.

(610) 606-4666

**Books and Resources:** The books listed below can be purchased from the Campus Bookstore, but feel free to pick them up elsewhere. Online booksellers often offer books at reduced prices.

- ✓ Robert DiYanni and Pat C. Hoy II, eds. *Occasions for Writing: Evidence, Idea, Essay*. Boston: Thomson Higher Education, 2008.
- ✓ Laurie G. Kirszner and Stephen R. Mandell. *The Pocket Wadsworth Handbook*. 4th edition. Boston: Thomson Higher Education, 2009.
- ✓ Richard Rodriguez. *Hunger for Memory: The Education of Richard Rodriguez*. New York: Bantam, 1983.
- ✓ Barbara Ehrenreich. *Nickel and Dimed: On (Not) Getting By in America*. New York: Owl Books, 2001.
- ✓ A **college-level dictionary** of recent vintage, such as *Merriam-Webster's Collegiate Dictionary*, 11<sup>th</sup> edition. You may find a thesaurus handy too. (See [www.m-w.com](http://www.m-w.com) for free online versions.)

For computer material, in addition to a web browser and internet connection, you'll also need a word processing program and a PDF reader. The college has copies of MS Office available in all campus computer labs (or find a freeware program at [www.openoffice.org](http://www.openoffice.org)). For PDFs, Adobe Reader is available for a free download ([www.adobe.com](http://www.adobe.com)).

Additional resources will be required through Cedar Crest's on-line course platform, eCollege, available at [www.cedarcrestonline.net](http://www.cedarcrestonline.net). If you haven't used eCollege previously, the Cedar Crest Registrar's Office will have sent you an email to your Cedar Crest email account with a specific user ID and password for the eCollege system.

You will also find a USB "jump drive" useful in saving and transporting your writing files. As a Cedar Crest student, you are also given storage space on the Network Drive ("H:."), accessible while logged into the campus computer network.

**Course Description:** The goal of WRI 100: College Writing is to understand what role writing plays in the discovery and expression of ideas, focusing on the ability to express your understanding of complex topics in a clear manner and to justify your beliefs about them with rational arguments. We'll pay particular attention to the style of writing common in academic communities: writing that presents insightful claims and supports them with sound reasoning, good evidence, and illustrative examples. This course will ask you to read, learn, and think about cultural issues relevant to us today—ideas about gender and how they affect our ways of communicating, our practices of higher education, and problems that stem from our attitudes toward work.

Cedar Crest College emphasizes a process approach to writing, a process by which you read and learn about a subject, develop your ideas about it through prewriting and drafting, and refine those ideas and language by revising earlier drafts. Intensive practice will be given in writing clear, logical, and persuasive prose that stresses focus, content, organization, style, and conventions in argument. The only way to improve your writing is through sustained and reflective practice—and this is something anyone can do regardless of talent or temperament—and you should thus expect to be writing every week of our semester.

**Success in WRI 100:** Your success in College Writing depends upon you doing the following activities. In fact, if you do these activities, you are guaranteed to pass the course. You must:

- *Regularly attend and participate in our class meetings*, not missing more than one class;
- *Submit drafts and assignments on time*;
- *Read carefully and critically* all course material (e.g. anthology essays, videos), noting aspects such as how authors make claims and go about substantiating them, the language choices they make in presenting ideas or evidence, and the organization from which they lay out their ideas;
- *Complete all online journals* and other “low-stakes” writing assignments;
- *Give your classmates conscientious feedback* on their writing during workshops and purposefully collaborate with them during group activities (e.g. posting drafts on time for them to critique, answering peer questions);
- *Be open to receiving feedback on your writing* from both your classmates and professor;
- *Revise your writing substantially in response to classmate and professor feedback*, not only making minor edits or narrowly responding to a critique but extending your ideas, revising your presentation of examples and evidence, or altering your organization;
- *Copy edit all final assignments* to be certain they meet the expectations of revised English (the expectations for copy editing are lower for drafts or “low stakes” writing);
- *Emphasize your insight*. For every “high-stakes” writing assignment this semester, you must find a sincere question about which to frame your ideas. For instance, with Paper One, you should not just provide a selection of common-sense observations in which men and women use language differently. You should instead use your observations to answer a question or some unobvious concern that strikes you;
- *Develop your ideas as a series of claims*. Use your writing to figure out ideas about your subject that are new to you. That is, readers should be learning something new as they progress through each paragraph of your writing. A new example should teach us something that the previous one did not.

**Course Goals:** Upon completion of their WRI-1 class, students should be able to:

- Use critical reading and writing strategies as a way of inquiring, understanding, and thinking about a subject.
- Use writing to communicate their own understanding of a subject while integrating and distinguishing their ideas from those of others.
- Analyze other writers’ arguments by locating and evaluating their claims, the ways in which they support those claims, and how they address counterarguments and alternative points of view.
- Focus on a writing task’s purpose by clearly articulating an insightful claim (or series of claims) and drawing upon sound reasoning, specific and pertinent evidence, illustrative examples, and relevant authorities to express and develop those ideas.
- Draw upon and use a variety of rhetorical forms, genres, and structures as appropriate to the expectations of audience and the demands of a writing task.
- Understand that there are differences between academic writing styles in the humanities, natural sciences, and social sciences (the MLA, CSE, and APA, for instance). These differences include citation methods and procedures for incorporating quotation, paraphrase, and summary of source material, but also matters such as organization, style, tone, vocabulary, and format.
- Utilize research skills and appropriate technologies in effectively addressing a writing assignment to locate, evaluate, analyze, and synthesize both primary and secondary sources.
- See that successful writing often takes several drafts, and develop strategies for generating and revising ideas and the language to express them, along with editing and proofreading practices to ensure readability.
- Critique their own and others’ writing and ideas, as well as understand the collaborative and social contexts in which writing takes place.
- Prepare a manuscript of professional quality and format, while controlling readability conventions in spelling, grammar, mechanics, and syntax.

In order to attain these outcomes, WRI 100 has the following course methods:

- Thinking critically requires you to recognize and analyze patterns of argument. To analyze arguments, you will locate and evaluate writers’ claims, the supports for these claims, and their counterarguments. You will

also assess the credentials and authority of the writer. You will apply these skills of analysis to various sources of information, in both print and electronic forms, in order to evaluate the legitimacy and applicability of this information.

- In order to learn to communicate effectively in writing, you will be asked both to examine and to practice the uses and effects of various types of writing, noticing how different contexts for writing call for changes in tone, syntax, rhetorical mode, and genre. Feedback from your teacher and classmates will guide you as you write and revise your work.

Student performance regarding WRI 100 learning outcomes will be evaluated through the following forms of assessment:

- Student writing will be evaluated according to the six qualities of effective college writing: insightful ideas, a supported thesis, audience and discourse conventions, coherence and logical organization, a sophisticated and professional style, & the revision process and manuscript preparation.
- Students will demonstrate the ability to engage in critical analysis through class discussion of assigned reading and through informal and formal written assignments.
- Students will demonstrate the ability to communicate clearly and effectively in writing in the prewriting, drafting, and revising of their papers for the course.
- Students will demonstrate the ability to practice information literacy through assigned research tasks.

**Honor Philosophy:** The Cedar Crest Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

**Classroom Protocol:** Appropriate classroom behavior is implicit in the Cedar Crest Honor Philosophy. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction or otherwise compromise students' access to their Cedar Crest College education.

A special note is appropriate here regarding the tone of our classroom discussions. An important strategy for producing college-level writing is to approach ideas with an attitude of skepticism, whether those ideas come from readings, professors, or classmates. In order to better understand a way of fashioning the world, we must probe the basis for that point of view and examine what reasons and evidence may or may not support it. This is especially critical when it comes to our most closely held beliefs, beliefs that we might be uncomfortable with placing under too much scrutiny. As we engage in this process of inquiry, please remember that, while we should question and challenge each other's opinions, a sign of intellectual maturity is that we do so respectfully.

As we live in an age of increasing technological diversion—the call of cell phones, the click of mice, ringing in our ear—it becomes easy to forget the good manners of paying attention to those immediately around us. Please remember to silence cell phones and refrain from checking your email or any wayward browsing of the Internet during class.

**Academic Honesty and Plagiarism:** Plagiarism is the act of using someone else's ideas or words and passing them off as your own without giving credit to the original source. Since a key goal of a college education is to develop and express your own ideas, plagiarism is an extremely serious academic offense.

It is dishonest to present oral or written work that is not entirely the student's own, except as may be approved by the instructor. Students must follow the requirements of the instructor regarding when and how much collaboration with other students is permitted. Any language taken from another source, whether individual words or entire paragraphs, must be placed in quotation marks and attributed to the source, following the citation format specified. Paraphrased material

from an outside source must also be attributed. In addition, if the student is indebted to another source for a specific perspective or a line of argument—regardless of whether the student has directly quoted the source or not—that debt must be acknowledged.

In this class, the penalty for plagiarism and other forms of academic misconduct is a grade of F either on the individual assignment or for the entire course, to be determined by the instructor based upon the severity of the offense. All cases of academic misconduct will be kept on record with Cedar Crest College's Provost Office.

For an extended description of what constitutes plagiarism, please consult *Writing at Cedar Crest College: A Student's Guide*.

**Attendance:** Simply put, you are expected to attend and participate in each class meeting. Improving your writing skills requires sustained practice in class-to-class discussions and exercises, and missing class means that you're missing activities that cannot be made up. There is no distinction between "excused" and "unexcused" absences. If you're absent for an in-class activity (such as a journal or quiz), you will not be able to make that exercise up. If you're absent when an out-of-class assignment is due (such as an essay or paper), you should submit the assignment to the course website's appropriate DropBox basket. If you're unable to access the course website, you may submit assignments before their due date to my Humanities Department mailbox in Hartzel 119 or via an email attachment to [rawilson@cedarcrest.edu](mailto:rawilson@cedarcrest.edu) (as a .doc/.docx or a .rtf file. See "deadlines" for more details). If you must miss several classes due to unavoidable circumstances, you should contact me as soon as reasonably possible. If you miss a class, you remain responsible for the material covered. Missing 1/4 of the class meetings (3 classes in a MW Summer I course) will result in a final grade of F.

**Class Cancellation:** If Cedar Crest's campus is open, you should expect our class meetings to be held. If troublesome weather threatens to close the campus and thus cancel class, however, you should refer to Cedar Crest's Inclement Weather Hotline at 610-606-4629 for notification. Of course, you should always use common sense and place your safety first when determining whether or not it's appropriate for you to drive to campus under such conditions. If I cancel class independently of the campus closing, due to weather or for other reasons, I will send a class-wide email to your Cedar Crest account and place an outgoing message on my office voicemail (x3474).

**College Policy Regarding Learning Disabilities:** Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Learning Center.

**Conferences, Peer Workshops, and Online Critiques:** You are encouraged to consult with me individually on drafts of your writing at any stage—please just get in touch to schedule a writing conference time.

During the class immediately before a paper is due, we'll have peer workshops where you critique the writing of your classmates and in turn have your own draft commented upon. Since this is a crucial step in the process of improving your writing, you must have a **full-length draft** of your paper prepared for review at the workshop. This will include bringing in a printed version of your draft and posting a digital version to our eCollege Workshop Discussion Board. This digital copy of the draft must be an MS Word (.doc/.docx) or Rich Text Format (.rtf) file and will be attached to a post on the discussion board. During our workshops, I'll also circulate through the class to conference with you about any individual questions you may have about your writing.

As part of our workshop procedure, you'll critique two of your classmates' drafts, thoroughly reviewing each and posting responses to a series of critique questions. Missing or being ill-prepared for conferences and workshops, or failing to complete online critiques, will reduce your grade for the unit.

You'll respond to a classmate's draft either by providing written comments in the workshop's Discussion Board or by using MSWord's "review" and "comment" feature to provide in-document feedback. If you provide in-document feedback, you'll need to select "Save As" for the file, re-title it by adding your last name and "critique" (as in Paper1.WILSON.Critique.docx), save the file to your lab computer, and then attach the critiqued file to a new post on the Discussion Board.

**Assignment Format:** All formal class assignments must be typewritten, stapled, and double-spaced with a 12-pt Times New Roman font and at least one-inch margins. Syntactically correct American English should be used. Be certain to include your name, our class information, and a descriptive title on the first page. As we learn about various academic writing styles (the APA, CSE, or MLA), be certain to consult *The Pocket Wadsworth Handbook* for format details (title page, bibliography, headers and footers, etc.).

**Printing and Distributing Your Work:** You should expect the writing you produce for this class to be public, written for the class as a whole to read and critique. Our class will look at selective student examples from writing assignments throughout the semester, and part of the requirements of our conferences and workshops will be to present your work in order to receive meaningful feedback.

*In its computer labs, Cedar Crest College limits you to printing one copy of any single document.* Thus, if you're printing material in the campus labs, you'll need to use a photocopy machine to make duplicates. Photocopy machines are available in the Tompkins College Center and in Cressman Library.

**Deadlines and Lateness:** Expectant mothers eagerly anticipate “due dates”—writers vex anxiously over “deadlines.” Learning to complete a piece of writing by an established date is essential to your academic and professional success, and thus papers, essays, and other projects are due at the beginning of class for the dates listed on the course schedule. If you're submitting work late, you're not focusing on the next round of assignments. There's also the issue of fairness to your classmates who have planned ahead and sacrificed other activities to submit assignments when due. Assignments handed in past their due date will be reduced one letter grade (e.g. A- to B+) for each 24-hour period they are late. *If you're absent or arrive after we've begun a quiz or journal entry, those in-class assignments may not be made up.* Individual assignment extensions may be granted for extenuating circumstances (personal or family crisis, serious illness, roommate problems, etc.), but should be requested and explained as soon as possible. Computer problems are not acceptable excuses for extensions or lateness.

If you're absent from class when an assignment is due, papers and essays may be submitted via email ([rawilson@cedarcrest.edu](mailto:rawilson@cedarcrest.edu)) as an attached MSWord (.doc/.docx) or a Text document (.rtf). Do not send assignments in a different format (WordPerfect, etc.) as they will not be counted as being received if I cannot open them. Most word processing programs allow you to save files as either Word (.doc/.docx) or RTF (.rtf) documents.

### **Description of Class Assignments:**

**Reading Quizzes**—A sound academic claim is thoughtful, developed, and well informed. This means that you'll need to keep up with the breadth of readings and discussions that should inform your ideas about a writing topic. We'll have a brief quiz on the day each assigned reading is due or following a film screening. Quizzes will be a series of multiple-choice questions, showing whether you've closely read and thought about the material, and will focus on how authors articulate their claims and the methods they use to support those ideas.

**Low-Stakes Writing: Online Journals**—Throughout each unit, we'll use online journal prompts that devoted either to developing your thinking on the topic or to honing some aspect of your writing. These journals will be composed during class time—you should consider them places to experiment with new ideas, new ways of explaining your point of view. We'll use Cedar Crest's eCollege website to facilitate them, and you'll share your own writing as well as critique the journals of your classmates.

**Medium-Stakes Writing: Essays (2 pgs. each)**—As part of developing the language and ideas you'll use for each unit paper, you'll write at least one brief essay in which you begin to articulate your thoughts on the unit topic. Essay assignments will be drawn from one or more readings from the unit. You should use this language as an early draft of your unit paper: it's your writing, after all.

**High-Stakes Writing: Papers (5-6 pgs each)**—For each major unit this semester, you will submit a sustained piece of writing that you've worked hard on. To understand the different types of claims that you'll be asked to address as a

college writer and to improve your writing stylistically, you'll need to think about your writing as a skill that needs honing. These papers should represent your best work, the moment where you spotlight the hours of reading and reflecting on our course material, revising and refining the claims you make, and reconsidering and revisiting your language choices. Each unit will focus on a different topic with a different set of claims and ways of approaching its material (gender and language, higher education, and the problems surrounding work, family, and recreation). Your last assignment will be a revision and rewrite of your choice of an earlier paper, so be certain to save your work throughout the semester.

**Grades:** We'll cover the standards by which Cedar Crest College evaluates and judges your writing early in the semester, a criteria tailored around six qualities of effective college writings: insightful and developed ideas, a supported thesis, audience and discourse conventions, coherence and logical organization, a sophisticated and professional style, & the revision process and manuscript preparation. You'll find these standards explained in *Writing at Cedar Crest College: A Student's Guide*.

Your final grade for the course will be determined along the following weights.

Unit One:		Unit Three:		Grades for the course will be issued according to the following percentages:	
_____/25 pts	Essay 1	_____/25 pts	Essay 3	94-100%	A
_____/10 pts	Online Journals	_____/10 pts	Online Journals	90-93.99%	A-
_____/25 pts	Paper 1 Workshop (Draft/Crit.)	_____/25 pts	Paper 3 Workshop (Draft/Crit.)	87-89.99%	B+
_____/5 pts	Paper 1 Format	_____/10 pts	Paper 3 Citations/Format	84-86.99%	B
_____/200 pts	Paper 1	_____/10 pts	Paper 3 Research/Sources	80-83.99%	B-
		_____/250pts	Paper 3	77-79.99%	C+
				74-76.99%	C
Unit Two:		Semester Wrap-up:		70-73.99%	C-
_____/25 pts	Essay 2	_____/5 pts	Online Journal	67-69.99%	D+
_____/10 pts	Online Journals	_____/80 pts	Semester Quiz Total: Reading Claims & Support	60-66.99%	D
_____/25 pts	Paper 2 Workshop (Draft/Crit.)			0-59.99%	F
_____/10 pts	Paper 2 Citations/Format				
_____/250 pts	Paper 2				
		_____	/ 1000 <b>Total Points</b>		

Course Schedule  
WRI 100: Summer I 2010

Date	Class Activities & Assigned Readings
<b>Unit One: Gendered Messages</b> Writing that Explains	
5/17, M	<p>Introduction: College Writing, The Process of Discovery &amp; the Expression of Understanding  <b>In Class Essay:</b> You'll write an essay during class today. Cedar Crest College uses these essays to assess the writing skills of all students entering WRI-100.  <i>Occasions for Writing (OW):</i> Chapter 1 "The Practice of Writing" (pp. 1-11) &amp; Susan Brownmiller, "Femininity" (pp. 202-212)            "Media Pressures" (6m 53s), from <i>Reviving Ophelia</i> (2002) (In-Class Video)            Quiz: Brownmiller (Practice)</p>
5/19, W	<p><b>Essay 1 Due</b> (2 pgs., typewritten and double spaced): You'll submit all written assignments in two ways this semester: 1) a printed copy handed in during class and 2) a digital copy submitted via the eCollege dropbox for the assignment. Digital copies must be either MSWord (.doc/.docx) or Rich Text Format (.rtf) files. We'll explain how to submit assignments via eCollege in class today.  <i>OW:</i> Deborah Tannen, "Asymmetries: Men and Women Talking at Cross-Purposes" (pp. 213-225), and Mary Wollstonecraft, "A Vindication of the Rights of Women" (pp. 786-788)  <i>The Pocket Wadsworth Handbook:</i> Chapter 1, "Understanding Purpose and Audience" (pp. 2-6), Chapter 2: "Writing Essays" (pp. 6-19), &amp; "Correction Symbols" (p. 393).  <i>He Said, She Said: Gender, Language, and Communication</i> (2001; In the Classroom Media; 50m) (In-Class Video)            Qualities of Effective College Writing, Cedar Crest College (eCollege doc)            Quiz: Syllabus, Tannen, and Wollstonecraft</p>
5/24, M	<p><i>eCollege Doc:</i> Robin Lakoff, "You Are What You Say" (from <i>The Little Brown Reader</i>, 10<sup>th</sup> edition; Marcia Stubbs, Sylvan Barnet, and William E. Cain, eds; New York: Pearson, 2006; pp. 463-468)  <i>eCollege Doc:</i> Dacher Keltner, "In Defense of Teasing" (12/7/2008, <i>The New York Times</i>)  <i>He Said, She Said: Gender, Language, and Communication</i> (2001; In the Classroom Media; 50m) (In-Class Video, cont'd)  <i>The Pocket Wadsworth Handbook:</i> Chapter 3, "Writing Paragraphs" (pp. 19-24)            Quiz: Lakoff and Keltner</p>
5/26, W	<p>Unit 1 Conference and Workshop: <b>Paper One Draft Due</b> (5 pgs.), Articulating a Thoughtful Claim.            Today and with future workshops you will have a full-length draft of the paper you're working on to distribute to your workshop partners. You'll also attach a digital copy of your draft through eCollege via the Workshop Discussion Board and be responsible for posting critiques of at least two of your classmates' drafts.  <i>OW:</i> Chapter 2 "An Exploratory Essay: A Student's Process, Using Images and Experience as Evidence" (pp. 12-35)            Review <i>The Pocket Wadsworth:</i> "Writing for Other Students," especially "Checklist: Audience Concerns for Peer-Review Participants" and "Correction Symbols" (pp. 5-6 and 393)            English Composition Standards for Revised Work, Cedar Crest College (In-Class Handout)  <i>Please regard college printing policies for the computer labs.</i></p>
5/31, M	<b>No Class:</b> Memorial Day
<b>Unit Two: Education vs. Schooling</b> Writing that Evaluates	
6/2, W	<p><b>Paper One Due</b> (5 pgs.) 1) Submit a printed paper in class and 2) submit a digital copy of the paper through the eCollege Dropbox in either MSWord (.doc/.docx) or Text (.rtf) format.  <i>eCollege doc:</i> Jack W. Meiland, "The Difference between High School and College," from <i>College Thinking</i> (1981)  <i>eCollege doc:</i> Tiffany J. Hunt and Bud Hunt, "Teaching Subversively," <i>The English Journal</i>, Vol. 94, No. 2, (Nov., 2004), pp. 95-100.  <i>OW:</i> Chapter 3 "The Persuasive Essay: A Student's Process, Using Text and Experience as Evidence" (pp. 36-65)            Teaching goes to Hollywood: Scenes from <i>Mona Lisa Smile</i> (2003; Mike Newell, dir; Columbia Pictures; 117m), <i>Ferris Bueller's Day Off</i> (1986; John Hughes, dir; Paramount Pictures), and (In-Class Videos)  <i>OW:</i> Chapter 4 An Introduction to Visual Understanding (pp. 66-87)            Quiz: Meiland and Hunt &amp; Hunt</p>
6/7, M	<p><i>Dead Poets Society</i> (1989; Peter Weir, dir; Touchstone Pictures)  <i>OW:</i> Adrienne Rich, "Claiming an Education" (pp. 360-367) &amp; "Integrating Sources and Avoiding Plagiarism &amp; Documenting Sources" (pp. 798-813)  <i>eCollege doc:</i> Mary Belenky, et al, "How Women Learn," from <i>Women's Ways of Knowing</i> (1987)            Citing Sources, Avoiding Plagiarism—The Deadly Sin of Intellectual Theft. Today we'll cover the issue of plagiarism and three widely used academic writing styles: the APA, CSE, and MLA. You should become proficient in the style you expect will be most useful for your college and professional careers.</p>

	<i>The Pocket Wadsworth</i> , “Chapters 31-32” and Part 7: “Documenting Sources” (pp. 169-295) Quiz: Rich, Belenky, and Citation & Plagiarism
6/9, W	<b>Essay 2 Due</b> (2-3 pgs.) Richard Rodriguez, <i>Hunger for Memory: The Education of Richard Rodriguez</i> (1982) Evaluating College Writing: Lessons from the SAT Writing Exam (In-Class Handouts) Quiz: Rodriguez
6/14, M	Unit 2 Conference and Workshop: <b>Paper Two Draft Due</b> (5-6 pp.), Parts of the Paragraph & Methods of Organization <i>Please regard college printing policies for the computer labs.</i>
<b>Unit Three: Work, Family, &amp; Recreation</b> Writing that Identifies Problems and Proposes Solutions	
6/16, W	<b>Paper Two Due</b> (5-6 pp.) <i>OW</i> : Ellen Goodman, “The Company Man” (pp. 626-633); George Orwell, “Hotel Kitchens,” and Studs Terkel, from “Working” (pp. 634-644) and Thorstein Veblen, “Theory of the Leisure Class” (p. 679) “The American Dream Machine” (7m 5s), from <i>Class Dismissed</i> (2005); and “The Visible Lifestyle” (9m 29s) from <i>The Overspent American</i> (2003) (In-Class Videos) Quiz: Goodman, Orwell, Terkel, and Veblen
6/21, M	<b>Essay 3 Due</b> (2 pp.) Barbara Ehrenreich, <i>Nickel and Dimed</i> : “Introduction,” Chapter One “Serving in Florida,” Chapter Two “Scrubbing in Maine,” Chapter Three “Selling in Minnesota,” and “Evaluation” (pp. 1-221) Quiz: Ehrenreich
6/23, W	Of Google, Search Engines, and Scholarly Databases—Research in a Digital Age (Today we’ll discuss the types of research databases you should be using during your college career and how to evaluate sources found on the Internet.) <i>eCollege doc</i> : Edward Tenner, “Searching for Dummies.” Editorial. <i>The New York Times</i> , 3/26/06. <i>OW</i> : What is Evidence?, The Uses of Evidence, Where to Find Evidence, & Evaluating Sources (pp. 789-798) <i>The Pocket Wadsworth</i> , Chapters 28-30, “Writing Research Papers,” “Using and Evaluating Library Sources,” and “Using and Evaluating Internet Sources” <i>OW</i> : Ellen Gilchrist, “The Middle Way: Learning to Balance Family and Work” (pp. 655-662) <i>eCollege doc</i> : Arlie Hochschild, “The Second Shift: Employed Women Are Putting in Another Day of Work at Home” <i>The Double Shift</i> (2002; Tom Puchniak, dir; Films for the Humanities and Sciences; 47m) (In-Class Video) Quiz: Gilchrist & Hochschild
6/28, M	Unit 3 Conference & Workshop: <b>Paper Three Draft Due</b> (5-6 pp.) Sentences that Scintillate <i>Please regard college printing policies for the computer labs.</i>
<b>Writing Redux</b>	
6/30, W	<b>No Class</b> : We won’t meet as a class during the Summer I finals period, but you’ll submit Paper 3 and your revision of either Paper 1 or 2 to their respective Dropboxes on the course website by 6PM on Wednesday 6/30/10. <b>Paper Three Due</b> (5-6 pp.) & <b>Revision Assignment Due</b> (Paper 1 or Paper 2) <i>Please regard college printing policies for the computer labs.</i>