

ENC II: College Composition II Syllabus

Summer 2019

Instructor Information

Instructor	Email	Summer Class Hours	Office Location & Hours
Ms. M Carr	carrm@palmbeachstate.edu	Monday / Wednesday <ul style="list-style-type: none">- Mondays, I generally grade.- Wednesdays (3rd, 10th, 17th), we have our evening mtgs- I check and respond to emails by noon on these days.	Upon Emailed Request

General Information

Description

Course teaches skills and techniques for critical, persuasive and research writing. Also included are styles and tone of non-fiction and interpretation of literature. After successfully completing the course, students should demonstrate increased proficiency in writing; analyze and compose non-fictional prose; and write persuasive, critical and research essays.

Expectations and Goals

This class has been designated as a Gordon Rule class for writing. This means that the course has significant writing requirements. Please see the web page at:

http://www.palmbeachstate.edu/learningoutcomes/Documents/Gordon_Rule_Statement_Student.pdf

Distance Learning Class Information

This course is taken completely on the Internet without attending a classroom on campus. Some courses may require students to take examination(s) in a proctored lab setting. Before you decide to take the course via online delivery, it is recommended that you:

Visit - <http://www.palmbeachstate.edu/elearning/online>

to obtain **Detailed Facts & Information** about

Blackboard Access

- Access to your Online Course is **AVAILABLE** each term on the **FIRST DAY OF CLASSES**
- Access to your Online Course will **NOT BE AVAILABLE** unless the course tuition is **FULLY PAID**

Blackboard Orientations

- How to Register for the Free Online Orientation Course: ELO1000
- Where/When to Attend On-Campus Orientation

Blackboard Tips & Tutorials

- How to Ensure your Computer is Compatible
- Ensure you Understand Examination and Assignment Rules

- Learn the Functions of Blackboard

Then Proceed To - <https://palmbeachstate.blackboard.com>
to Login to your Course (not available before the first day of class) using the same

USERNAME and PASSWORD you used to register for classes.

For Additional Information and Notices Visit - <http://www.palmbeachstate.edu/elearning>

Policies

- Plagiarism- Student acknowledges that any and all assignments (excludes final drafts that match original author's previously submitted rough drafts) submitted with a 20% or higher matched rating on SafeAssign will result in an immediate "F" in the class.
- Attendance: You must do work in Blackboard within the first week of the class to be considered "attending". Please, recognize that regular logins are required. There are scattered due dates to which you must be adhere.
- Late work will not be accepted. You will receive a 0% and no feedback. The assignment is not eligible for revision.
- Academic Dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student's academic performance:
 - (1) Cheating on an exam
 - (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course
 - (3) Submitting, if contrary to the rules of the course, work previously submitted in another course
 - (4) Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed
 - (5) Plagiarism.

Please refer to the Palm Beach State College Student Handbook

Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

- *Computer Competency Component*

Each student will, to the satisfaction of the professor, demonstrate a fundamental understanding of basic computer operations through various professor-determined exercises and/or assignments.

- *Disability Support Services*

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of Disability Support Services (DSS). It is the student's responsibility to contact Disabled Student Services Advisors and to submit appropriate

documentation prior to receiving services. Please see the website at www.palmbeachstate.edu/current for web address for Disability Support Services.

- *Eating, Drinking and Smoking*

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

- *Final Course Grade Appeal*

The evaluation of academic work is the responsibility of the faculty member/instructor. The method for assigning the final course grade is established by the faculty member/instructor. Per Board Rule 6Hx-18-3.191, faculty/instructors shall communicate the grading policy of the course to their students in writing. If this policy changes during the term, students should be notified of any changes in writing. The method to determine final course grades must be given to students in a course syllabus at the beginning of the class. Should a student have a question about a final course grade, please follow the procedures as outlined in the student handbook: www.palmbeachstate.edu/current.

- *Mid-Term Grade Reporting*

Within one week after the close of the mid-term grading period, mid-term grades will be made available to all students for each class by either written notification or individual conference.

- *Student Responsibility Policy*

When a student attends the College, s/he becomes subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The student will be responsible for preparing for class, participating in class, and completing assignments on time.

- *Palm Beach State Websites of Interest*

Please see this web page (www.palmbeachstate.edu/current) for a list of web addresses for students.

- *Withdrawal Policy for Individual Courses*

The last day to withdraw from a College course with a "W" grade in this course is (Click here and type the withdrawal date for your course from the online class roster). It is the responsibility of the student to use the PantherWeb system or visit a campus Registrar's office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.

Distance Learning Requirements

- *Online Course Assistance*

For assistance, contact your:

Professor -- with Course Instructional Content (assignment/test availability dates, course instructions, etc.) issues.

Student Helpdesk -- with Username/Password & General Access issues. Call 561-868-4000.

Blackboard Administrator -- for Course Availability issues. Email BbAdmin@palmbeachstate.edu.

- *Computer Systems*

Your computer system resources must be compatible with the Learning Management System (LMS) used to deliver/manage course content. System Check (analysis) is provided on the course login page at

<https://palmbeachstate.blackboard.com>. Your computer needs to be configured per recommended settings. Failure to do so generally results in test submission and other participatory action errors. These types of errors are generally not accepted as an excuse for missed submissions.

- *SLC Computer Lab*

If students do not have access to a computer at home, the SLC Computer Lab at a Palm Beach State campus can be used to complete course assignments. Visit the SLC Computer Lab webpage at <http://www.palmbeachstate.edu/slc> for location and hours.

- *Student Computer & Learning Management System Skills*

Students need to possess basic web-browsing skills and need to learn the functions of the Learning Management System (LMS). Online video tutorials are provided for all major LMS functions and can be accessed from the online classroom or directly at <http://www.palmbeachstate.edu/elearning/resources>

- *Course Login*

Courses become accessible on the first day of class and tuition must be fully paid to obtain access. If this is your first PBSC online course, review the Course Access Facts & Information at <http://www.palmbeachstate.edu/elearning/online> before attempting to login to your course -- information on how to change your password and solving other login related issues is provided on this page.

Login Page: <https://palmbeachstate.blackboard.com>

Username: Your PBSC Student ID

Password: Your PBSC Password (must be 6 characters)

- *Department Contact Information*

Name: Misi Stonecipher	Office Location: AA 101
Telephone: (561) 207-5033	Email: stonecipherm@palmbeachstate.edu
Job Title: English Department Chair	

Course Materials

Required Materials

- Online Textbook Purchase: the textbook(s) can be purchased at the PBSC Campus Bookstore or online at <http://www.efollett.com>.
- *Everything is an Argument* **with Readings** by Andrea Lunsford and Jon Ruszkiewicz
 - ISBN: 978 1457698644
- Computer and internet access as this is an online course

Optional Materials

- *The Little Seagull Handbook with Exercises 3rd Edition*
 - ISBN 978-0-393-64639-9

Mandatory for Completion of the Class

Student Acknowledgment Certificate

Student Contract

1. **Failure to Login-** Student acknowledges that he/ she must log-in and complete the Student Acknowledgement (Lesson One 1st Item) by the semester's Add/Drop day. Student acknowledges that failure to do so results in a *non-retractable* "WN".
2. **Failure to hand in 2 consecutive assignments-** Student acknowledges that he/she must hand in work on time and consistently. Failure to hand in two consecutive assignments will result in a *non-retractable* "WX".
3. **Online Meeting Sessions-** <https://connect.palmbeachschools.org/helpspring16/>
 - A. Student acknowledges that failure to attend the first Session will result in a *non-retractable* "WN".
 - B. Student Acknowledges that failure to attend the "Help" sessions will result in a *non-retractable* "WX". ("Help" sessions are **MANDATORY** for any student with a grade below a "C")

Mandatory Meetings

Log into <https://connect.palmbeachschools.org/helpspring16/>

Use your Full Name

Meetings are 45-55 min

1st Online Class Session (MANDATORY FOR ALL): failure to attend the first Session will result in a <i>non-retractable</i> "WN".		TBD
Help Online Class Session (MANDATORY FOR STUDENTS BELOW A C): failure to attend the "Help" sessions will result in a <i>non-retractable</i> "WX". ("Help" sessions are MANDATORY for any student with a grade below a "C")		TBD

Extra Credit Tutoring Sessions

You may receive extra credit if you visit the writing tutor (face-to-face) four times this semester.

- 1 x in order to review annotated bibliography
- 1 x in order to discuss your topic/ research ideas
- 1 x in order to review your meme project
- 1 x in order to review your rough draft

Get a receipt for the visit, and submit the receipt via Blackboard Assignment by the due date.

Writing Assignment Descriptions

- [Research Article Analysis Assignment](#)

Analyze and interpret the article in order to understand purpose, research paper organization, questions, method, and discussions.

- Read the [research article](#)
- Fill out the Worksheet Below; Submit by the Due Date

- As you read, reflect on this assignments applicability to this class and your work: make notes/ ask questions/ react in the margins. Interact with the text!
- [Reading Discussion Posts](#)

This assignment asks you to create two original, insightful discussion questions per reading assignment. Post them to the Discussion Board for the assignment reading and reply to at least 2 classmate's questions.

- [Research and Annotated Bibliography](#)

This assignment asks you to:

- (1) conduct research on your topic through Google Scholar and library databases (collect 7-10 sources)
- (2) write 2 150-200 word paragraphs for each source; the first paragraph should contain a quick, accurate summary of the source's argument while the second paragraph should orient the source in the current academic discussion (who's argument does this source agree with, disagree with, complicate) and connect the source to your own research questions/ aim (how is this source helpful in your research agenda?).

- [Logical Fallacy Meme/Rhetoric Project](#)

This assignment asks you (1) to create a series of memes that succinctly, aptly, and creatively represents 3 logical fallacies ([Samples](#)) and (2) to write a 150-200 word paragraph explaining the rhetorical choices made in making the meme. Make sure to state how these choices should impact/ appeal to the audience.

- [Research Paper Proposal](#)

This assignment asks you to write a comprehensive overview of what you have done in your research and where you think your research is going. [Sample Research Proposal](#)

- [One-Page Presentation](#)

This assignment asks you to distill your proposal into a one-page presentation to share with your classmates for feedback and help.

- [Peer Reviews](#)

This assignment asks you to participate in each other's writing processes by looking closely at writing and giving helpful constructive feedback.

- [Full-Semester Research Paper](#)

This assignment asks you to synthesize all of your research over the semester and present the findings (your argument) in a research paper; this is not the typical "gather-information-and-put-it-in-a-paper" report. It is a research paper, driven by your own original argument, contemplating, challenging, and concurring with others' standpoints while adding something new and original to the ongoing academic argument. What does that even look like!? Don't worry! We will be viewing and analyzing sample papers; lots and lots of discussion will take place to help you on your way.

Research Paper

Explore any topic that you'd like in relation to media and identity. These past few years have been fraught with discussions of how media has made clearer, or distorted, identities (Republican, Democrat, Liberal, LGBTQ, Black, Immigrant, Rural White, Christian, Muslim, Single Moms, educated, uneducated, college-grads, non-college-grads, rich, poor, middle-class, Walmart people, protesters: the list is endless!). Think of an identity-representation that has caught your attention, maybe you have a personal connection to it, maybe you feel you'd like to interrogate it more; this is the topic that you will be working with throughout the rest of the term. Make sure you are interested in it!

Course Schedule

Due to the nature of this class- reflection and revision- ALL work MUST be submitted ON TIME! Missed due dates result in no instructor comments and feedback, no student feedback, and you WILL NOT pass the class. You will not pass the class, not because I don't love you, or want you to pass, but because you will fail in completing items as many of your assignments depend on others' responses.

Again, if you want to pass, DO THE WORK ON TIME!!!

Timeline Breakdown (At a Glance)

Week One	6/27-7/3	Lessons 1, 2, 3, and Topic Approval for Research (Lesson 4)
Week Two	7/4-7/10	Lesson 4 and begin Lesson 5
Week Three	7/11-7/17	Lesson 5 and begin Lesson 6
Week Four	7/18-7/24	Lesson 6 and Final Topic Approval for Research (Lesson 7)
Week Five	7/25-7/31	Lesson 7 Conduct Research; Final Draft Due
Last Week	8/1-8/7	Revisions

Week (Description Hyperlinked)	Objectives	Reading	Graded Items	Deadline End of Day
Week 1 6/27-7/3	Complete Lesson One Lesson Two Lesson Three	First- Year Students' Employment PDF -Page 537 "An Introduction: At the Root of Identity" - Page 509 "Little Girls or Little Women"	-Student Acknowledgement Form -MLA Formatting Quiz - Analysis of Research Paper - Lesson 3 Discussion Board -Research Topic Approval Submitted to Ms. Carr in Assignments	7/2 7/3
1st Online Class Session (MANDATORY FOR ALL): failure to attend the first Session will result in a <i>non-retractable</i> "WN".				7/3 @8:15pm
Week 2 7/4-7/10	Complete Lesson Four	Your Research - Visual Arguments pages 517-520	- Extra Credit Tutor Visit (on campus)	7/8

	Lesson Five Readings and Discussions		-Revise and Submit Annotated Bibliography -Visual Arguments Discussion Boards	7/10
WARNING! I will be reviewing the grade book and fulfilling this part of the acknowledgement today: Failure to hand in 2 consecutive assignments- Student acknowledges that s/he must hand in work on time and consistently. Failure to hand in two consecutive assignments will result in a non-retractable "WX".				7/11
Help Online Class Session (MANDATORY FOR STUDENTS BELOW A C): failure to attend the "Help" sessions will result in a non-retractable "WX". ("Help" sessions are MANDATORY for any student with a grade below a "C")				7/10 @8:30pm
<u>Week 3</u> 7/11-7/17	Complete Lesson 5 Begin Lesson 6	<u>Chapter on Research and Ethics by Dr Driscoll</u> <u>"Developing Working Knowledge" on page 249-251</u>	-Logical Fallacy Assignment Discussion board - Extra Credit Tutor Visit (on campus) - Revise and Submit Logical Fallacy Meme Project -Discussion Board on Chapters (readings)	7/11 7/15 7/17
WARNING! I will be reviewing the grade book and fulfilling this part of the acknowledgement today: Failure to hand in 2 consecutive assignments- Student acknowledges that s/he must hand in work on time and consistently. Failure to hand in two consecutive assignments will result in a non-retractable "WX".				7/18
Help Online Class Session (MANDATORY FOR STUDENTS BELOW A C): failure to attend the "Help" sessions will result in a non-retractable "WX". ("Help" sessions are MANDATORY for any student with a grade below a "C")				7/17 @8:30pm
<u>Week 4</u> 7/18-7/24	Complete Primary Research Write Paper		- Extra Credit Tutor Visit (on campus) - Research Proposal and One Page Presentation	7/22
<u>Week 5</u> 7/25-7/31	Complete Lesson 6 Rough Draft and Peer Review Complete Lesson 6 Final Draft Review, Revise, Resubmit Work		-Extra Credit Tutor Visit (on campus) -Revise Paper and Submit for Peer Review - Complete Peer Reviews -Final Draft	7/25 7/28 7/31

			-ENC 1102- Class Objective Checklist	
Week 6 8/1-8/3	Review, Revise, Resubmit Work Extra Credit Submissions		-Revisions -Extra Credit Project	8/3

Course Grades- Percentages

Assignment	Percentage
Discussions	30%
Papers / Projects	60%
Miscellaneous	10%

Grading

Letter Grade	Percentage (If applicable)
A	90-100%
B	80-90%
C	70-80%
D	60-70%
F	>60%

Dear Student,

This is a very intense class- especially, when attempted through the online forum. You will not have the same experience as you would in a traditional classroom where work, reading, and discussion can be “faked” a bit easier on those days that you just aren’t into it. Unfortunately or fortunately (depending on your needs, working, and learning styles), an online class is self-driven with **set, non-negotiable** due dates. You will be provided with documents, links, and PowerPoints to peruse to facilitate your learning. I am accessible daily (Mon thru Fri) via email for individual questions and guidance. However, you will not have 3 hours a week of instructor-driven activities and lecture.

In an online class, *you* are responsible for *you*. If you do not do the reading, it is apparent and reflective in your grade. If you do not participate fully and critically in the discussions, it is apparent and reflective in your grade. If you do not follow the writing process, it is apparent and reflective in your grade. If you do not actively participate in learning the information presented in the links, documents, and PowerPoints that are available to you, it is apparent and reflective in your grade. Unfortunately, or fortunately, the online format makes sure that your grade is dependent on your work.

So, what will you be doing in this class?

First, you will be reviewing the fundamentals: essay structure, paragraph structure, MLA format, thesis statements, and works cited citations. Then, you will move on to the text where you will read and critically think about the topics while analyzing the organization and arguments of the essays. Peruse the text. I have only chosen one theme presented in the text; there are many. This will come in handy for Lesson 4.

Lesson 4 asks you to start exploring *any topic* that you’d like in relation to *media and identity*. These past few years have been fraught with discussions of how media has made clearer, or distorted, identities (Republican, Democrat, Liberal, LGBTQ, Black, Immigrant, Rural White, Christian, Muslim, Single Moms, educated, uneducated, college-grads, non-college-grads, rich, poor, middle-class, Walmart people, protesters: the list is endless!) Start researching and reading *credible* sources (library databases). Create an annotated bibliography as you do. Meanwhile, you will be asked to continue in the text, this time exploring pictures and graphics as texts. By learning the persuasive techniques used in written and visual texts, you will be a more critical reader and responder.

Moving into Lesson 6, here is the first project. The [Logical Fallacy Meme Series and Rhetorical Analysis Project](#) displays in visual form your understanding of argument logical fallacies and your knowledge of rhetoric. There are samples in the lesson; use them!! As you finish this project, you should be learning the different types of primary research, specifically interview, survey, observation, and focus group.

Since you have learned a lot through secondary research (library databases) about your chosen topic in media and identity, examined two of those sources concerning the authors’ rhetorical choices, *now* it is time to add *your own voice* to the academic discussion. This means, you will be conducting your own research to explore whatever you’d like to explore concerning your topic of media and identity (this is where contacting me via email with questions, ideas, and such is *greatly* recommended). Write a proposal and one-page presentation, an example is provided in the link of the PowerPoint. Conduct your research!

The last lesson encompasses your culminating paper (8-12 pages) in which you present the ongoing academic discussion surrounding your topic in media and identity *while* adding your own research results as evidence toward an argument that *adds* to the current discussion.

By the end of the class, you should feel comfortable conducting secondary research on library databases, producing a comprehensive, critical annotated bibliography, pursuing your own critical thought inspired by questions or uncertainties in your own life, following through on finding qualitative/ quantitative answers to those questions/ uncertainties, and writing a well-organized, reflective, and thought-provoking paper that consists of both secondary and primary research.

READING DISCUSSION QUESTIONS

Ms. CARR, MELLISSA |

- This is to be done for EVERY assigned reading.
- For each assigned reading, you must submit **2** thoughtful, insightful questions that connect to the readings and the class.
- Responses to the questions are due 2-3 days later, by the due date in the class schedule. Please, consult the Due Date Chart. Late work will receive a 0% (Summer classes should upload 1-2 days later).
- These questions will be used to prompt discussion about the class, the readings, and the subject of writing and composition. Be prepared to "talk it out" on your discussion board replies.

Sample Question 1:

Nowacek noted that "if instructors want to teach for transfer, it is not enough to change the curriculum by linking classes; instructors must intentionally work to defamiliarize and make more pliable the genre discursive spaces within which students see and sell connections" (p. 64). Beaufort suggested that "freshman writing, if taught with an eye toward transfer of learning...can set students on a course of life-long learning so they know how to learn to become better...writers in a variety of social contexts" (p. 7). These two descriptions seem to be at odds with one another in so far as they set the motivation to transfer knowledge as coming from different places: Nowacek, externally; Beaufort, internally. Can transfer be externally motivated? If so, is it valued the same as internally motivated transfer? How?

Sample Question 2:

Paideia seems like a worthy aim for rhetorical education ("The Mt. Oread Manifesto"), but as Wendy Sharer warns, we should not look at what we're doing as a sort of "rescue effort" to empower (383). In fact, being too overt about wanting to go beyond a sort of light linking of rhetoric and civic education can put us instructors at risk of being attacked and threatened by political and cultural conservatives, as well as by administrators who pay us (Sharer, 384). What, then, can we do to connect rhetoric and civic engagement in a way that seeks to enact change without being noticed? What are the consequences, if any, of a social-conscious-pedagogy lite?

STUDENT
NAME: _____

Your Post Due Date 2 thoughtful, insightful questions	Your Replies Due Date Respond thoughtfully, insightfully to 2 different peers' question (just one of the 2 posted by the peer)	Reading Assigned
1-2 days prior to the class schedule due date	Update with the dates from the class schedule	Page 537 "An Introduction: At the Root of Identity" Page 509 "Little Girls or Little Women"
		Visual Arguments pages 517-520
		Logical Fallacy (Review the sources concerning logical fallacies and create two insightful, critical questions then reply to others)
		Chapter on Research and Ethics by Dr Driscoll "Developing Working Knowledge" on page 249-251




LESSON ONE

Ms. CARR, MELLISSA |

This assignment asks you to review MLA formatting, bibliography, and citation skills.

STUDENT
NAME:

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Task
<ul style="list-style-type: none">● Complete Student Acknowledgement Survey within the Lesson● Review the Blackboard Student Tutorials if you are not familiar with Blackboard● Review the Welcome to Class PowerPoint● Make sure you have the correct book (you need the one <i>with</i> readings)
 Review the Bibliography PPT
 Review the Citation PPT
 Take the MLA formatting quiz

LESSON TWO

Ms. CARR, MELLISSA |

This lesson asks you to review thesis statements, essay organization, and paragraph organization.




MOST IMPORTANT THING TO REMEMBER IS THAT A THESIS STATEMENT HAS TWO MAJOR COMPONENTS:

TOPIC + CONTROLLING IDEAS (1,2,3).

THE CONTROLLING IDEAS ARE THE WAYS/ REASONS HOW YOU WILL PROVE THE TOPIC ...

STUDENT
NAME:

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Task
<ul style="list-style-type: none">Review the writing process by going over this PowerPoint (psst, hey you! yeah, you! there are paper outlines in this PowerPoint that may be helpful in this or later classes, jus' sayin')
 Formatting your paper in MLA format is essential to showing you have the skills to pass this class. Review this YouTube video to refresh your memory.
 Every paper (no matter what genre of writing) should have an interesting start. Review this YouTube to learn and be inspired!
 Review and practice thesis statements: Thesis Practice 1 Thesis Video Thesis Video #2
<ul style="list-style-type: none">Finally, review proper body paragraph organization- it is essential that your essay is well organized.
<ul style="list-style-type: none">By the end of the class, you will have written your own research paper. So, let's review the genre. Fill out the assignment sheet for analyzing the sample research article. Analysis of Research Paper
<ul style="list-style-type: none">Submit the Finished Analysis to the Blackboard Assignment



LESSON THREE

MS. CARR, MELLISSA |

This assignment asks you to enter into the conversation of Identity and Media Representation.

STUDENT
NAME:

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Task
<ul style="list-style-type: none">Read page 537 "An Introduction: At the Root of Identity"
 Read page 509 "Little Girls or Little Women? The Disney Princess Effect"
 Participate in the Discussion Forum- Check out the Rubric to make sure you get full points! The discussions are thought-provoking questions based on the reading (focused on different aspects of the writing/ argument within the reading). They require you, as the student, to read the selection then dissect it to find quotes and support for your answer. You must write a full (4-6 sentence) paragraph for each discussion question in order to fully address the question. I want you to think critically. I want you to frame your answers in a proper paragraph. I need everyone to discuss the ideas in a mature, considerate, and non-offensive way just as I need everyone to understand that the discussion are not directed at anyone in particular but said in order to further discussion and critical thinking. This is "safe" place :) My objective is to get you thinking about the way in which you think, why you think that way, and who / what has influenced that thinking. I want you, by the end of the class, to be a reflective thinker. If you can achieve reflection, then you can achieve good communication through writing. You cannot write something well, if you do not KNOW what you are writing. The more you participate in the discussions, the better your writing; I promise!
<ul style="list-style-type: none">Start thinking about your own perspective- what questions do you want answered when it comes to the intersection of identity and media? Are there any avenues of inquiry you'd like to explore in order to become more informed?

LESSON FOUR

MS. CARR, MELLISSA |

This lesson asks for you to start researching your own topic "how does media represent ____?". Start researching via everyday, common channels (Google, Google Scholar:[Pre-library Lesson](#)), and through the Palm Beach State Library Databases for information that informs you about your topic, possibly shifting or focussing your research question. Everything you read, put in your bibliography- annotate after you read it.

STUDENT
NAME:

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Task
<ul style="list-style-type: none">Review the Research PPTs again....<ul style="list-style-type: none">Bibliography PPTCitation PPT
<ul style="list-style-type: none">Don't know what to research? People, not only academics, are exploring how media represents identity. Check out this list of Mainstream Sources to help you brainstorm.
<ul style="list-style-type: none">Complete the Annotated Bibliography Project.





LESSON FIVE

Ms. CARR, MELLISSA |

This lesson asks you to learn about visual arguments and the rhetorical choices of authors. Review the Visual Arguments and the "Miss Representation" Trailer. Review the powerpoint on Logos, Pathos, and Ethos. Complete the practices. Read the readings and participate in the discussion questions. Finish by reviewing logical fallacies, memes as a genre, and rhetorical analysis; complete your own Logical Fallacy Meme/ Rhetoric Project.

STUDENT
NAME:

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Task	
●	Review the Visual Arguments on 7th Edition pages 517-520
	Review "Miss Representation Trailer"
	Participate in the Discussion Forum- Visual Literacy and Logical Fallacies Discussion
	Review the Rhetorical Star PPT - This is another way to analyze and understand a source's argument and rhetorical stance.
	Complete the Meme and Rhetorical Analysis Project (Samples)

LESSON SIX- PUTTING IN YOUR VOICE...







MS. CARR, MELLISSA |

So now you have done some research finding secondary sources that you have presented through an annotated bibliography (which most likely has grown and changed as you have done more research and participated on the discussion boards). You have learned about rhetoric and the strategies authors/ creators use to persuade the audience. Now, you must become that author. Review the powerpoints, check out the text pages, make a concrete research question(s) that you'd like answered concerning the intersection of media and identity. Determine which type of primary research may help you answer those questions. Primary research can be a survey (google forms is so easy for this), interview(s), data collection, etc. Write a research proposal and one-page presentation.. Submit them. Then, conduct research- you need primary research that will help inform you and hopefully, find an answer to your research question(s).

Analyze your research- what is the answer to your research questions? How does your primary research complicate/ support any arguments in the secondary research? Which questions or further research does your primary research bring about? Write your research paper addressing the conversation that you entered concerning the intersection of identity and media, what are others saying, and what do your research findings contribute to this conversation?

STUDENT
NAME:

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Task	
<ul style="list-style-type: none"> Learn about Research Ethics and Creating Knowledge Read Chapter on Research and Ethics by Dr Driscoll Read "Developing Working Knowledge" on page 249-251 	
<ul style="list-style-type: none"> Review MLA Formatting from earlier in the semester- Now, learn how to use effective language. Using Effective Language 	
<ul style="list-style-type: none"> Learn about Primary Research and Research Questions; Complete the Research Proposal Project and One-Pager Presentation 	
 Submit the Research Proposal on assignments for Ms. Carr to read and grade.	
 Submit your One-Pager Presentation on discussion board for your peers to read and respond.	
 Conduct your research	
 Submit your rough draft on discussion board.	
 Conduct Peer Reviews on discussion board.	
 Revise your draft per peer suggestions and what you read from others' discussions. Try to apply what is said to others to your own work.	
<ul style="list-style-type: none"> Hand in your final draft on assignments 	

EXTRA CREDIT LESSON

Ms. CARR, MELLISSA |

This assignment asks you reflect on this class, the instructor, your participation, and your overall journey.

You may take advantage of any and all options:

1. Option One-Multimodal Presentations of Argument (Additional Grade to be added to the Projects' Grades)

1. Option Two- Teacher/ Course Evaluations; (1) Institution evaluations (2) Ratemyprofessor.com evaluation; take a screenshot of the final "You're done" screen in Blackboard email for 10 pts extra credit on final project for *each* evaluation completed. Total of 20 points available.

1. Option Three- Revisions- any late work is not eligible. You If you would like to revise any paper for a better grade, then you may if you do the following as well:
 - a. Revise the essay according to the rubric suggestions
 - b. Write a paragraph at the bottom of the Final Draft addressing how you have improved your paper (What have you done to make sure that you deserve a higher grade?)
 - c. Send me an email to open your assignment to allow another submission.
 - d. Submit Revision