

Freshman Communicative Skills II (ENC-1102)

Florida A&M University

Instructor: Troy E. Spier, Ph.D.	Email: troy.spier@famu.edu
Office: 441 Tucker Hall	Office Phone: 850-412-7039*
Course: ENC-1102-018	Credits: 3
Semester: Spring 2024	Time: 10:10-11:00 MWF
Campus: Tallahassee	Room: Tucker Hall #308

*I rarely use the phone in my office. Please send me an email or, even better, come by to talk. 😊

Course Description

This course is the second of two three-credit, mandatory composition courses. Its purpose is to improve students' oral and written communication skills, as well as their research and critical thinking abilities through narration, exposition, and argumentation.

Performance Goals

In order to complete ENC-1102 with a grade of "C" or higher, the student must satisfy the following requirements:

1. Students must complete a diagnostic study plan and attend Writing Resource Center tutorials, as partial fulfillment of ENC-1102.
2. Students must participate in class through homework, quizzes, exercises, and discussions.
3. Students must successfully complete three required MLA-formatted compositions, at least one of which must be documented. Additionally, each assignment should respond to various literary texts of the instructor's choice.
4. Students must complete a fourth composition assignment of the instructor's choice.

Course Objectives

The student must show mastery of grammar editing skills on an objective test and must write an essay showing evidence of the following skills:

1. Selecting a subject which lends itself to development.
2. Determining the purpose and the audience for writing.
3. Limiting the subject to a topic that can be developed within the requirement of time, purpose, and audience.

4. Formulating a thesis statement that focuses the essay.
5. Developing the thesis or main idea statement by:
 - providing adequate support that reflects the ability to distinguish between generalized and specific evidence.
 - arranging the ideas and supporting details in logical pattern appropriate to the purpose and focus.
 - writing unified prose in which all supporting material is relevant to the thesis or main idea statement.
 - writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts.
6. Demonstrating effective word choice by:
 - using words that convey the denotative and connotative meanings required by context.
 - avoiding inappropriate use of slang, jargon, clichés, pretentious expressions, and avoiding wordiness.
7. Employing conventional sentence structure by:
 - placing modifiers correctly.
 - coordinating and subordinating sentence elements according to their relative importance.
 - using parallel expressions for parallel ideas.
 - avoiding fragments, comma splices, and fused sentences.
8. Employing effective sentence structure by:
 - using a variety of sentence patterns.
 - avoiding overuse of passive constructions.
9. Observing the conventions of standard American English grammar and usage by:
 - using standard verb forms.
 - maintaining agreement between subject, verb, pronoun and antecedent.
 - avoiding inappropriate shifts in tense.
 - using proper case forms.
 - maintaining a consistent point of view.
 - using adjective and adverbs correctly.
 - making logical comparisons.
10. Using standard practices for spelling, punctuation, and capitalization; revising, editing, and proof-reading units of discourse to ensure clarity, consistency, and conformity to the conventions of standard written American English.

Critical Thinking/Learning Outcomes (Revised Bloom's Taxonomy)

- **Remembering:** Students will demonstrate the ability to recall previously learned material, specific facts, and theories.
- **Understanding:** Students will demonstrate an awareness of what the material means; demonstrate an understanding of work based on one's knowledge of it.
- **Applying:** Students will demonstrate the ability to use data, principles, theories learned to answer questions in a new environment; demonstrate the ability to apply what is learned and understood.
- **Analyzing:** Students will demonstrate the ability to break down material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

- **Evaluating:** Students will demonstrate the ability to make judgments based on criteria and standards through checking and critiquing.
- **Creating:** Students will demonstrate the ability to put elements together to form a coherent or functional whole; demonstrate the ability to reorganize elements into a new pattern or structure through generating, planning, or producing.

Required Readings

There are two required books for this course. The first can be rented very cheaply in electronic format through *Bedford Bookshelf*, which has been adopted by the department this semester. The second is part of the Public Domain, which means that this can be provided freely to you as a PDF. Any other readings will be available through Canvas and will appear as **(CAN)** on the schedule.

- Jacobus, Lee A. 2020. *A World of Ideas: Essential Readings for College Writers*. New York, NY: Bedford/St. Martin's. **(TEXT)**
- Solzhenitsyn, Alexander. 1961. *One Day in the Life of Ivan Denisovich*. New Delhi, India: Young Asia Publications.

Grading Breakdown

Assignment	Percentage
Extended Definition Essay	20.0%
Prewriting & Outline	2.5%
Rough Draft & Peer Editing	2.5%
Final Submission	15.0%
Issue Analysis Essay	25.0%
Prewriting & Outline	2.5%
Rough Draft & Peer Editing	2.5%
Final Submission	20.0%
Article Synthesis Essay	25.0%
Prewriting & Outline	2.5%
Rough Draft & Peer Editing	2.5%
Final Submission	20.0%
Final Exam (In-Class Essay)	10.0%
Participation	10.0%
Reading Quizzes	10.0%

Assignment Descriptions

- **10%** of your grade will be determined by your daily attendance and participation. This includes not only coming to class on time, but also helping us construct our understanding of the reading(s), practicing during in-class activities, asking questions where needed, and generally becoming a fully functional member of our academic community. Although I understand that some of us might be shy, we all need to participate regularly enough that a few voices are not the only ones to dominate. There are only four

circumstances in which an absence will be excused with appropriate documentation: (a) if you need to attend and serve on jury duty, (b) if you need to leave the area for military service, (c) if someone has passed away and a funeral is being held, or (d) if you are sick and have visited the doctor's office. **All other absences are unexcused.** Ultimately, the message is this: You can't learn the material if you aren't here; if you could, you wouldn't need me! 😊

- **10%** of your grade will be determined by your performance on in-class reading quizzes. These are intended to ensure that we are completing the readings and doing so effectively. As a result, any notes you take on the readings and/or any readings you annotate can be used. Please remember, however, that we are not using technology in the classroom; as a result, if you type your notes, you need to make sure you print them before arrival. Anything read for or discussed in class since the previous reading quiz is eligible for inclusion. **There will be no make-ups offered for these quizzes, so please make sure to plan your schedule appropriately.**
- **20%** of your grade will be determined by your extended definition essay, in which you will investigate and interrogate the range of meanings of a complex term, concept, or institution. For example, you might consider investigating the myriad ways that society defines what it means to be "educated" or "smart." This essay will contain three different steps: (a) prewriting and outline (2.5%), (b) the rough draft and participation in peer editing (2.5%), and the final four- to five-page essay (15%). Additionally, this essay requires the consultation of **three to four** academic sources, which must be appropriately documented and formatted according to the conventions of MLA. **Essays that utilize one or more websites receive an automatic zero.**
- **25%** of your grade will be determined by your issue analysis essay, in which you will engage an issue in-depth that is represented on, in, or through television, cinema, or music. For instance, you might consider analyzing the widespread violence and sexuality presented to children through music videos and lyrics. This essay will contain three different steps: (a) prewriting and outline (2.5%), (b) the rough draft and participation in peer editing (2.5%), and the final four- to five-page essay (20%). Additionally, this essay requires the consultation of **three to four** academic sources, which must be appropriately documented and formatted according to the conventions of MLA. **Essays that utilize one or more websites receive an automatic zero.**
- **25%** of your grade will be determined by your article synthesis essay, in which you will select and unify three of the required readings for this class as a way of imparting to the reader a valuable lesson about life. Put another way, this piece of writing will explain the way(s) in which the selected readings are still relevant and important in today's society. This essay will contain three different steps: (a) prewriting and outline (2.5%), (b) the rough draft and participation in peer editing (2.5%), and the final four- to five-page essay (20%). Although you are only required to utilize the three readings selected, all of which must be formatted according to the conventions of MLA, you may utilize additional academic sources. **Essays that utilize one or more websites receive an automatic zero.**
- **10%** of your grade will be determined by your performance and satisfactory completion of the final exam, which will arrive in the form of a timed, in-class essay, and this will be offered during the final session of our class. During the immediately preceding session, we will discuss the format and content of the exam, and you will have time both to prepare in-class and to ask any questions that you may have beforehand. **There will be no make-ups offered for this exam, so please make sure to plan your schedule appropriately.**

Student Resources

- [Writing Resource Center](#)
- [Office of Counseling Services](#)
- [Center for Disability Access & Resources](#)

- Center for Academic Advising
- Military and Veteran Affairs
- Victim Advocate Program

General Policies

Commitment to Open Inquiry, Viewpoint Diversity, and Constructive Disagreement

In a nutshell, quality of thought and mode of engagement matter. In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide interactions among students and professors in this class:

1. Treat every member of the class with respect, even if you disagree with their opinion.
2. Treat every opinion as open to examination, even if it comes from someone with more experience or expertise than you.
3. Reasonable minds can differ on any number of perspectives, opinions, and conclusions.
4. Some perspectives, opinions, and conclusions are unreasonable or based on prejudices and should be identified as such. **Thus, hate speech of any kind will NOT be tolerated.**
5. Because constructive disagreement sharpens thinking and deepens understanding, it will factor into your participation grade.
6. All viewpoints are welcome.
7. No ideas are immune from scrutiny and debate.
8. You will not be graded on whether your professor or peers agree with your opinions.
9. You will be graded on the evidence and reasoning that leads to those opinions.

Non-Discrimination Policy

“It is the policy of Florida A&M University that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, handicap, disability, sex, marital status, national origin, veteran status, and sexual harassment, as prohibited by state and federal statutes” (Regulations of Florida A&M University 10.103). For a more detailed explanation of the Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures, consult section 10.103 under “University Regulations” on the [FAMU website](#). All related questions and concerns should be directed to the Office of Equal Opportunity Programs.

Attendance/Participation

Punctual attendance is incredibly important to your success in life more generally *and* in this course specifically. If you arrive up to fifteen minutes late to class, you will be marked as late for that session. Beyond the first fifteen minutes, however, you will be marked as absent *even though* you are there. Two lates are equivalent to one absence, and, following the policy of the university, **four or more total absences per semester will result in a failing grade (0%) for attendance/participation**. Because we will begin every day by looking at our agenda for that session and issuing reminders for assignments, missing the first few minutes of class can actually be quite detrimental to your overall performance.

After you have arrived, please make sure to remove any unnecessary distractions from your learning environment, including cell phones, laptops, and tablets. If you find that you will miss a session, need to leave early, must take a phone call during class, or are having other difficulties, please inform me as soon as possible. I will be your strongest advocate/cheerleader this semester, but you need to meet me halfway. Although all readings and assignments must be completed before the relevant session, I reserve the right to implement additional graded reading quizzes if in-class discussions do not demonstrate that students have completed the readings.

Technology Policy

Unless you have academic accommodations and the supporting documentation, **this is a technology-free classroom for you.** This means that, upon entrance to the room, you have placed away your laptop, your tablet, your phone, and/or any other technological devices you have at your disposal. Although I understand the importance and (sometimes) valuable contributions of technology, all existing research indicates that we learn more effectively when such distractions are prevented and notes are written based on active listening. Even if this fifty-minute class is the only time during the day without easy access to technology, you will grow to appreciate this after the initial frustration fades. (**NOTE:** The only days where you will **need** to have your laptop is for peer editing sessions.)

Time Management & Missed Classes

Because it can be quite stressful to take college-level courses, particularly if you are the first in your family to pursue a university education and/or if you also have a full- or part-time job, I would strongly recommend—if possible—that you try to stay one or two sessions ahead of the schedule, especially because **a three-credit course requires between six to nine hours of independent study/work outside of the classroom.** Furthermore, you may consider sharing contact information with a classmate in the event that you do have to miss a class, as I, unfortunately, will not have enough time to respond to emails asking questions like the following: “I missed last class. Did I miss anything?” or “I couldn’t come to class yesterday. What did I miss?” The syllabus and your classmates are your first line of defense! Additionally, the schedule listed at the end of this syllabus contains an additional column, so that you can ‘check off’ each session after it has passed.

Late Assignments

Excluding formal essays, late assignments are generally **not** accepted. If an essay is submitted late, however, it will be penalized at ten percent (10%) per day, not per session. As a result, if an essay is due on Monday but is submitted on Tuesday, it will automatically lose ten percent; if submitted on Wednesday, it will automatically lose twenty percent. Nonetheless, if you find that you are or will be unable to submit an assignment on time, please speak to me no later than twenty-four (24) hours prior to the deadline.

Office Hours

Individual office hours of fifteen-minute (15) blocks can be scheduled. If I am in my office and not currently with a student, you can (and should!) feel free to knock on the door and enter. Otherwise, all office hours can be scheduled online through the link available on our Canvas page. Some possible activities during office hours may include prewriting/brainstorming activities, feedback on rough drafts, discussions about ways to improve your grade, mentoring and/or conversations about your long-term career objectives, etc. **Although neither required nor graded, I encourage all students to register for office hours at least once during the semester.**

Essay Revision Process

Once our graded essays are returned, we should ensure that we have looked at the rubric and/or any prosaic comments provided. This will make it much easier to see where we earned or lost points. Do not despair, though, as essays can be revised to earn back *up to half of the missing points*. The process is as follows:

1. You will read the rubric and/or comments.
2. If you still have questions, you are free to schedule an office hour to discuss your essay in greater detail.

3. Any changes made to the essay must be marked. How you decide to indicate the changes, however, remains up to you, but the most straightforward would be to utilize highlighting, to change the font color, or to add underlining.
4. You will schedule an office hour to discuss the revision. I will bring up both versions of the essay on my screen, and we will have a conversation together. You'll be asked to 'walk' me through the changes and to comment on why you believe this version is better than the prior submission.
5. On the basis of the rubric and/or comments, up to half of the missing points will be returned, and a comment will be added on Canvas to indicate this.
6. Should you decide to undertake another revision, the process begins anew.

Writing-Enhanced Course (WEC)

This course is a designated Writing-Enhanced Course (WEC) in the Writing Across the Curriculum (WAC) program at FAMU. You will receive substantive instruction in the writing process (e.g., enhancing general academic writing mechanics, using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, and using references). You will also have multiple opportunities to practice writing as a means of acquiring the knowledge and skills specific to this course. Writing assignments will comprise at least twenty to forty percent (20-40%) of the course grade. For additional information regarding this institutional initiative and supporting resources, visit the website [here](#) or contact wac@famuedu.

Essay Formatting & Peer Editing

All formal essays for this course require proper formatting according to the conventions of the Modern Language Association (MLA). We will discuss this formatting style in class and will have access to videos to facilitate our success in this regard; however, it is ultimately *your responsibility* to ensure that all written assignments for this class adhere to these conventions. If you had an upcoming job interview, you wouldn't simply prepare answers to the questions; rather, you would also invest time into ensuring you have the appropriate outfit to wear for the occasion. The same applies to our essays: Content and form are both important.

There will be one peer editing session for each formal essay in this course. There will be no assigned readings for that session; however, all students *must* bring their laptop and the rough draft of their essay—ideally in Google Docs—that is no shorter than one-half of the length requirement, i.e. if the essay must be six to eight pages, then the rough draft can be no shorter than three to four pages. Ideally, however, the rough draft will meet or exceed the length requirement. We will begin each peer review session by discussing the guidelines and recommendations for providing effective feedback to your classmates on their writing.

Academic Accommodations / Americans with Disabilities Act (ADA) Policy

The Florida A&M University Americans with Disabilities Act (ADA) Policy Statement states the following: "Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs at 599-3076." It is the responsibility of the FAMU Equal Opportunity Programs (EOP) Office, through the ADA Coordinator, to ensure the Florida A&M University is in compliance with the Americans with Disabilities Act. If you have any questions, please contact your Academic Advisor or the University EOP Officer, Equal Opportunity Programs, 674 Gamble Street, Tallahassee, FL 32307, (850) 599-3076.

Florida A&M University values inclusion and seeks to create a climate of respect and the full participation and access for all students. It is the University's policy and practice to provide reasonable accommodations for students with properly documented disabilities according to the Americans with Disabilities

Act (ADA) and Section 504 of the Rehabilitation Act. Students who have questions about these university services or have a disability are encouraged to visit the Center for Disability Access and Resources (CeDAR), where they can register with and provide documentation before bringing to the instructor the letter that outlines the required accommodations. More information can be found [here](#) electronically.

CeDAR uses an online accessible information management portal called AIM which allows students to apply for services, request accommodations, set up testing appointments and more. To submit accommodation requests, students should simply visit <https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php> and use their FAMU login to submit requests. Faculty will receive an email notification with the next steps.

NOTE #1: If you do not qualify for accommodations but find yourself struggling, please do not hesitate to reach out to me. I understand that college is simultaneously an exciting and difficult time in our lives, and, although our primary goal is academic growth, this should not come at the expense of your overall wellness.

NOTE #2: If you had an IEP or a 504 Plan in high school, you should make sure that CeDAR has a copy of this, as you are likely still eligible for academic accommodations.

Academic (Dis)honesty

Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty Policy is not a defense for violations of academic honesty. Additional detail on FAMU Academic Honesty Violations are provided in University Policy 2.012 (10.)(s). If you have any questions, please see your Academic Advisor.

All work formally submitted for evaluation by the instructor must be prepared individually, i.e. with honesty and integrity. According to the guidelines set forth by the university, this means you will not engage in plagiarism, fabrication, cheating, the unauthorized distribution of copyrighted materials, etc. As a result, academic dishonesty of any kind will not be accepted, and the consequences for this are at the discretion of the professor, which may include a grade of 0% on the assignment and formal reporting at the university level. For further explanation and illustrations, refer to the university's official policy on academic dishonesty available online [here](#). Following the Academic Honesty Policy of Florida A&M University, violations include—but are not limited to—committing any of the following:

1. Giving or taking information or material wrongfully to aid yourself or another student in academic work.
2. Plagiarism to include copying work created or published by others, paraphrasing, or using ideas from a source without proper attribution.
3. Looking at or copying another student's work, or allowing another student to look at or copy your work.
4. Talking or otherwise communicating with another student during quizzes, tests or writing assignments, unless instructed to do so.
5. Removing test materials or attempting to remove them from an examination room or office or elsewhere [to include copiers and printers], stealing, buying, selling, or referring to a copy of an examination before it is administered.
6. Having others edit or rewrite your assignments, except with instructor approval.
7. Using work from other classes without prior approval from the proper instructor.
8. Using copyrighted stories, pictures, graphics, logos and other content without proper permission, including from the Internet, even if these works have been modified by the student.
9. Using electronic devices for plagiarism, cheating, deception or collusion (a secret agreement between two or more persons for a deceitful purpose).

10. Falsifying records or giving misleading information, oral or written.
11. Assisting in any academic honesty violation.
12. Receiving any materials or information from a fellow student or another unauthorized source during examinations.
13. Obtaining, distributing, or referring to a copy of an examination, which the instructor or Department has not authorized to be made available.
14. Any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor, i.e. removing or destroying library or other source materials.
15. Tampering with another student's work.
16. Altering grades or any other records related to the academic performance of students.
17. Submitting false records or information in order to gain admission to the University.
18. Falsifying or inventing information, data, or citations.
19. Any other form of academic cheating, plagiarism, or dishonesty.

Plagiarism Prevention Tool Notification: A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Grade of Incomplete (“I”)

Students may receive an “I” only if they meet the following criteria: (1) they are passing the course with a seventy percent (70%) or higher and have completed all course work except two essays; (2) they have a valid excuse for not having completed the required course work. Students must provide instructor with proof of the crisis or emergency that prevented them from completing course work during the semester. This information needs to accompany the contract and change of grade request, submitted to the Dean.

NOTE: Students who receive an “Incomplete” must see their ENC-1102 instructor to make up work and to check on change of grade concerns involving ENC-1102.

Privacy of Academic Information

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (also sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records. Generally the law provides that, with some exceptions, no information, applications, forms, letters, records, or transcripts may be released, whether orally or in writing, without prior written consent, dated and signed by the student, specifying the records to be released, the reasons for release and to whom the records are to be released. Please inform your parents that if they contact me I am not allowed to discuss your progress in the course or your grades. This is by law.

Important Dates

- **First Day of Classes:** January 8
- **Drop/Add Period Ends:** January 12
- **Last Day to Withdraw:** March 29
- **Last Day of Classes:** April 26
- **Final Exams:** April 29 - May 3
- **Commencement:** May 3
- **Final Grades Due:** May 6 at 17:00

Tentative Course Schedule

Listed below is the tentative course schedule for the semester, though changes may be made as necessary for our academic success. Each week is presented as a single unit, under which the topics and/or readings for our two or three sessions will appear. This means that you should come to class prepared with notes, comments, and questions, as any in-class discussions and activities depend on your having completed the readings. Furthermore, please understand that in-class lectures are not a substitute for—but, rather, a supplement to—the readings.

	DATE	READINGS / ASSIGNMENTS / IMPORTANT INFORMATION	✓
1	JAN. 8 (M)	Introduction to Course, Syllabus, and Professor Student Self-Introductions Discuss Major Written Assignments	
	JAN. 10 (W)	Diagnostic Essay, Pre-Assessment (FAMU Req.)	
	JAN. 12 (F)	Diagnostic Language Skills Test, Pre-Assessment (FAMU Req.)	
2	JAN. 15 (M)	NO CLASS – MARTIN LUTHER KING JR. DAY	
	JAN. 17 (W)	Reading Strategies with (Non-)Academic Texts “Helpsheet: Reading Skills” (CAN, pp. 1-9) “Evaluating Ideas: An Introduction to Critical Reading” (TEXT, pp. 1-11)	
	JAN. 19 (F)	Academic Writing & Paragraph/Essay Structure “Writing About Ideas: An Introduction to Rhetoric” (TEXT, pp. 13-50)	
3	JAN. 22 (M)	The Rhetorical Situation & Rhetorical Modes “The Rhetorical Situation” - Lloyd F. Bitzer (CAN, pp. 1-15)	
	JAN. 24 (W)	Visit to the Writing Center “Why Visit Your Campus Writing Center?” – Ben Rafoth (CAN, pp. 1-10) Watch “MLA Formatting in Google Docs” (CAN)	
	JAN. 26 (F)	Finding, Evaluating, & Citing Academic Sources “Applying the CRAAP Test” (CAN, p. 1) “RADAR: Evaluating Information Sources for Novice Researchers” (CAN, p. 1) “SIFT: The Four Moves” (CAN, pp. 1-5) “The PROVEN Method to Evaluate Sources” (CAN, p. 1) In-Class: Reading Quiz #1	
4	JAN. 29 (M)	Introduce/Brainstorm for Extended Definition Essay (Essay #1)	
	JAN. 31 (W)	Selected Readings on Human Knowledge “The Allegory of the Cave” - Plato (TEXT, pp. 712-719) “The Four Idols” - Francis Bacon (TEXT, pp. 724-735)	

4	FEB. 2 (F)	Selected Readings on Human Nature "Virtues and Vices" - Philippa Foot (TEXT, pp. 556-563) "The Nature of Man" - Imam al-Ghazali (CAN, pp. 41-52) In-Class: Reading Quiz #2	
5	FEB. 5 (M)	Selected Readings on Human Nature "Man's Nature Is Evil" - Hsün Tzu (TEXT, pp. 513-522) "Toward a Universal Ethics" - Michael Gazzaniga (TEXT, pp. 569-580) Due: Prewriting for Essay #1	
	FEB. 7 (W)	Visit to the Library "Ten Reasons to Value Libraries" (CAN, p. 1) "What is the Library of Congress?" (CAN, pp. 1-2)	
	FEB. 9 (F)	Selected Readings on Government "Thoughts from the <i>Tao-Te Ching</i> " - Lao-Tzu (TEXT, pp. 61-70) "The Qualities of the Prince" - Niccolò Machiavelli (TEXT, pp. 75-86) In-Class: Reading Quiz #3	
6	FEB. 12 (M)	Peer Editing for Essay #1 Due: Rough Draft for Essay #1	
	FEB. 14 (W)	Selected Readings on Government "The Greatest Danger: The State" - José Ortega y Gasset (TEXT, pp. 118-124) "Three Riders of Apocalypse" - Aurel Kolnai (CAN, pp. 4-11)	
	FEB. 16 (F)	Selected Readings on Culture "The Oedipus Complex" - Sigmund Freud (TEXT, pp. 178-184) "The Personal and the Collective Unconscious" - Carl Jung (TEXT, pp. 188-198) In-Class: Reading Quiz #4	
7	FEB. 19 (M)	Introduce/Brainstorm for Issue Analysis Essay (Essay #2) Due: Submit Essay #1	
	FEB. 21 (W)	Propositional Logic and Logical Fallacies "Rogerian Problem-Solving and the Rhetoric of Argumentation" (CAN, pp. 52-61) "Deducing" - Timothy Williamson (CAN, pp. 82-91)	
	FEB. 23 (F)	Selected Readings on Culture "Letter from Birmingham Jail" - Martin Luther King, Jr. (TEXT, pp. 219-234) "On Violence" - Frantz Fanon (TEXT, pp. 240-244) In-Class: Reading Quiz #5	

8	FEB. 26 (M)	Selected Readings on Wealth "Is the Middle Class Doomed?" - Barbara Ehrenreich (TEXT, pp. 250-259) "Why the Rich Are Getting Richer and the Poor, Poorer" - Robert B. Reich (TEXT, pp. 337-350) Due: Prewriting for Essay #2	
	FEB. 28 (W)	Selected Readings on Wealth "The Value of Labor" - Adam Smith (TEXT, pp. 272-276) "The Communist Manifesto" - Karl Marx (TEXT, pp. 281-301)	
	MAR. 1 (F)	Selected Readings on Wealth "The Gift of Strawberries" - Robin Wall Kimmerer (TEXT, pp. 355-363) "Economic Growth Matters to Ordinary Matter" - Dambisa Moyo (TEXT, pp. 369-374) In-Class: Reading Quiz #6	
9	MAR. 4 (M)	Peer Editing for Essay #2 Due: Rough Draft for Essay #2	
	MAR. 6 (W)	Selected Readings on Education "What Are We Doing Here?" - Marilynne Robinson (TEXT, pp. 426-438) "Education for Democracy" - Martha Nussbaum (TEXT, pp. 462-471)	
	MAR. 8 (F)	Selected Readings on Education "The Search for Wisdom" - Jonathan Haidt and Greg Lukianoff (CAN, pp. 1-18)	
10	MAR. 11 (M)	NO CLASS – SPRING BREAK	
	MAR. 13 (W)	NO CLASS – SPRING BREAK	
	MAR. 15 (F)	NO CLASS – SPRING BREAK	
11	MAR. 18 (M)	Introduce/Brainstorm for Article Synthesis Essay (Essay #3) Due: Submit Essay #2	
	MAR. 20 (W)	Selected Readings on Education "The Essentials of a Good Education" - Diane Ravitch (TEXT, pp. 415-421) "The Montessori Method" - Maria Montessori (TEXT, pp. 401-410)	
	MAR. 22 (F)	Selected Readings on a Purposeful Life "The Aim of Man" - Aristotle (TEXT, pp. 494-508) "If You're Happy and You Know It" - Kwame Anthony Appiah (TEXT, pp. 585-589) In-Class: Reading Quiz #7	
12	MAR. 25 (M)	Selected Readings on Gender "Of the Pernicious Effects Which Arise ..." - Mary Wollstonecraft (TEXT, pp. 600-610) "The Distrust Between the Sexes" - Karen Horney (TEXT, pp. 615-624) Due: Prewriting for Essay #3	

12	MAR. 27 (W)	Selected Readings on Gender "Who Has It Better: Men or Women?" - Molly Haskell (TEXT, pp. 654-663) "From <i>Undoing Gender</i> " - Judith Butler (TEXT, pp. 685-700)	
	MAR. 29 (F)	Selected Readings on Science "Evolution Revised: A New Time and a New Way" - Ruth Moore (TEXT, pp. 782-791) "What Is Time?" - James Gleick (TEXT, pp. 797-812) In-Class: Reading Quiz #8	
13	APR. 1 (M)	Discuss Final Exam & Introduce the Novel Due: Essay #3	
	APR. 3 (W)	<i>One Day in the Life of Ivan Denisovich</i> - Alexander Solzhenitsyn (CAN, pp. 1-37)	
	APR. 5 (F)	<i>One Day in the Life of Ivan Denisovich</i> - Alexander Solzhenitsyn (CAN, pp. 38-74) In-Class: Reading Quiz #9	
14	APR. 8 (M)	<i>One Day in the Life of Ivan Denisovich</i> - Alexander Solzhenitsyn (CAN, pp. 75-111)	
	APR. 10 (W)	<i>One Day in the Life of Ivan Denisovich</i> - Alexander Solzhenitsyn (CAN, pp. 112-148)	
	APR. 12 (F)	<i>One Day in the Life of Ivan Denisovich</i> - Alexander Solzhenitsyn (CAN, pp. 149-187) In-Class: Reading Quiz #10	
15	APR. 15 (M)	Watch <i>One Day in the Life of Ivan Denisovich</i> (1970)	
	APR. 17 (W)		
	APR. 19 (F)		
16	APR. 22 (M)	Prewriting for Final Exam (In-Class)	
	APR. 24 (W)	Final Exam – In-Class Essay	
	APR. 26 (F)	No Class – Optional Conferences	