

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject ENG (ENG - English) Catalog Nbr 100	

Course Revision & College	
Form Submission Revised Submission	College Bronx CC
Please describe revisions that have been made to this course Please describe revisions that have been made to this course:	
<p>All feedback from reviewers were addressed by revisions in the syllabus. The following is a summary of changes. Explanations of assignments were added to more explicitly meet the SLOs for English Composition:</p> <ul style="list-style-type: none"> - Parameters and guidelines for Journals 1-6 - Parameters and guidelines for Essays 1-3 - Parameters and guidelines for Research Paper <p>In total, this course requires 6 low-stakes writing assignments (journals), 3 formal essay assignments with at least one revision, a research paper with at least one revision, and a final essay exam.</p> <p>Additionally: ? The course theme has been placed within parentheses after detailed instructions about generic assignments. ? Student conferences were removed from assignments and will remain as part of the class participation grade.</p>	

Course Data		
Course ID 152192	Subject ENG (ENG - English)	Catalog Nbr 100
Catalog Status Approved	Contact Hours 6	No. of Credits 3
CourseTitle English Composition I: Integrated Reading and Writing		
Course Description This course integrates the reading and writing skills students need to comprehend and analyze college-level texts and to produce college-level writing. Reading instruction focuses on the development of literal and critical comprehension as well as the analysis of ideas encountered in course readings from various academic disciplines. Writing instruction focuses on writing as a recursive process that includes drafting, editing, and revising to produce essays using standard written English. Assignments range from reading journal responses to formal academic essays, culminating with one research paper with MLA documentation using library resources. This course is identical in academic content and in assessment to ENG 111 but adds 2 developmental hours to allow faculty to work with students to improve composition and reading skills.		

Department English

Pre-Requisites/Co-Requisites

Course Syllabus [Attachment Filename(s)]

Revised_ENG_100_syllabus_3_30_22.pdf

Location(Required or Flexible) and Learning Outcomes

REQUIRED

FLEXIBLE

<input checked="" type="checkbox"/> English Composition Math & Quantitative Reasoning Life and Physical Sciences	World Cultures & Global Issues US Experience in its Diversity Creative Expression Individual and Society Scientific World
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Learning Outcomes: Questions

Learning Outcomes: Responses

*** 1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluation its supporting evidence.**

Read and discuss several exemplary essays, analyzing the essays to identify and understand main ideas, arguments, and supporting evidence.
 This outcome will be met by reading, discussing, and analyzing a series of thematically organized texts, such as Carlson's Technology (week 2), Postman's Five Things We Need to Know about Technological Change (week 3), Crawford's The New Digital Divide (week 4), Carr's Is Google Making Us Stupid? (week 6), and Heid's Is Social Media Making Me Miserable? (week 8). Students will read the texts in the specified order as they are intentionally selected to reflect increasing difficulty and complexity regarding rhetorical styles and structure. Additionally, students will continue in their inquiry of the technology theme by analyzing and evaluating articles of their choice (weeks 9?10).
 As each text builds on the previous one, students will become familiar with key concepts and terminology pertaining to the technology theme. Students are introduced to texts of varying and increasingly more challenging levels of explicit argument. They engage in close reading and learn to annotate, summarize, paraphrase, and analyze texts. They will identify different types of supporting details, including studies, statistics, and anecdotes. They will learn to identify different rhetorical patterns and how and why identifying these strategies are effective for both understanding texts and writing about them.

*** 2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.**

Write several formal essays using standard English, including a research paper and a final departmental written exam.

Throughout the semester, students will be required to submit writing assignments via Blackboard. Written assignments will vary in length, style, and structure.

These assignments will include: 1) Reading journals: students will write 6 reading journals, each of which follows a three-part structure of introduction, summary, and response (weeks 3-10). Students will be required to incorporate textual evidence into their responses and to document this evidence using MLA in-text citation. 2) Essays 1-3 (weeks 5-9): The essays are 2-3 page argumentative essays that ask students a specific question about Crawford's *The New Digital Divide*, Carr's *Is Google Making Us Stupid?*, and Heid's *Is Social Media Making Me Miserable?* Students will incorporate at least 2 of the course readings into their essays in order to support their claims. Students are required to use MLA in-text citation. 3) Research paper (weeks 9-13): the research paper asks students to compose a 4-5-page argumentative essay on the topic of social media and mental health. Students will support their claims by incorporating evidence from at least 3 sources of their own choice. Students are required to use MLA documentation, including a Works Cited page. 4) Departmental final exam (finals week): students are given 48 hours to comprehend and respond to a prompt, which also asks students to consider arguments that are presented in two topically-related readings. One reading is a longer text that is at least five pages long, and the other text is a 1-2 page article. Students are asked to write an argumentative essay of at least 5 paragraphs in response to the exam prompt. Students are required to incorporate evidence from each of the two exam readings using MLA documentation.

Student writing is critiqued and shared throughout the semester as a class. Also, students work in small groups to peer review each other's work.

*** 3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.**

Complete assignments, including a formal research paper, requiring use and evaluation of multiple sources.

In week 9, students will attend a library orientation session. They will learn how to use the CUNY databases, and to find and evaluate appropriate primary and secondary sources. Students will be asked to practice research skills by searching for specific texts/topics related to the course theme. For instance, students might search for sources that explore the relationship between technological change and its influence on the way we think.

In weeks 9 and 10, students will write two journal entries based on readings from databases such as One Search, Academic Search Complete, Nexis Uni, and Opposing Viewpoints. This is to encourage students 1) to apply research skills, 2) to explore a topic of interest, 3) to find sources that might be used in the research paper, and 4) to evaluate and synthesize primary and secondary sources.

*** 4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.**

Write persuasive essays that support a thesis and communicate persuasively with well-reasoned arguments.

Throughout the semester, students will engage in academic writing and identify theses and arguments in assigned readings. Additionally, they will receive instruction in persuasive writing, and writing for various other purposes.

Reader-response journals (weeks 3-10) serve a dual purpose. They ensure that students understand what they have read, and that they can develop their own position on the topic. This will prepare them to write more complex assignments, such as a formal college essay or a research paper. Analyzing and responding to texts in low-stakes journals allows students to develop the skills they need to write more formal argument-based papers.

Students write essays (weeks 5-9) and research papers (weeks 9-13) that have been scaffolded to ensure that their arguments are well-reasoned. All formal writing assignments go through the revision process. For example, for their research papers, students submit a central research question, journals of sources, an introduction and outline of their papers, and research paper drafts. Student writing samples are shared and critiqued as a class throughout the process using technologies such as Blackboard, Google docs, and Zoom.

Ultimately, students develop a clear understanding of the reciprocal relationship between reading and writing. Active readers identify theses, main ideas, supporting details, rhetorical modes, authorial point of view, etc. In turn, students learn to understand that as writers they must provide the same for their readers.

<p>* 5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</p>	<p>Learn Modern Language Association (MLA) methods for citation, attribution, and bibliography.</p> <p>Students will learn Modern Language Association (MLA) methods for citation, attribution, and bibliography. In all writing for the course, students are expected to document their sources of information using MLA documentation. Students will learn to differentiate between information taken from sources and their own ideas. If the thinking and/or writing is not their own, they must document. Ultimately, students' use of paraphrasing and quoting will lead them to engage in academic discourse by presenting their own original theses and arguments.</p>
<p>A. If there is a change to the course title, what is the new course title?</p>	<p>No.</p>
<p>B. If there is a change to the course description, what is the new course description?</p>	<p>No.</p>
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	<p>No.</p>

<p>Chair (Approver) Comments</p>
<p>Comments Committee was pleased with changes to the original submission.</p>

ENG 100
English Composition I: Integrated Reading and Writing
6 hours/3 credits

Catalog Description:

This course integrates the reading and writing skills students need to comprehend and analyze college-level texts and to produce college-level writing. Reading instruction focuses on the development of literal and critical comprehension as well as the analysis of ideas encountered in course readings from various academic disciplines. Writing instruction focuses on writing as a recursive process that includes drafting, editing, and revising to produce essays using standard written English. Assignments range from reading journal responses to formal academic essays, culminating with one research paper with MLA documentation using library resources. This course is identical in academic content and in assessment to ENG 111 but adds 2 developmental hours to allow faculty to work with students to improve composition and reading skills.

Prerequisite: Incoming students who do not meet the BCC placement requirements for ENG 110 or ENG 111, including an English Proficiency Index of below 50.

Student Learning Outcomes

In this course, students will:

1. Read and discuss several exemplary essays, analyzing the essays to identify and understand main ideas, arguments, and supporting evidence.
2. Write several formal essays using standard English, including a research paper and a final departmental written exam.
3. Complete assignments, including a formal research paper, requiring use and evaluation of multiple sources.
4. Write persuasive essays that support a thesis and communicate persuasively with well-reasoned arguments.
5. Learn Modern Language Association (MLA) methods for citation, attribution, and bibliography.

Course Readings: **The course readings will be provided to you at no cost.**

All readings for the course will be posted in our course's Weekly Folders on Blackboard

Brooks, David. "Intimacy for the Avoidant." *New York Times*. 7 Oct. 2016. <https://www.nytimes.com/2016/10/07/opinion/intimacy-for-the-avoidant.html>. Accessed 31 Oct. 2021.

Carlson, W. Bernard. "Technology." *World Book Advanced*, World Book, 2022, <https://www-worldbookonline.com.bcc.ezproxy.cuny.edu/advanced/article?id=ar549400>.

Carr, Nicholas. "Is Google Making Us Stupid?" *The Atlantic*, Jul/Aug 2008, pp. 1-7, www.theatlantic.com/magazine/archive/.../is-google-making-us-stupid/306868. Accessed 21 Jul. 2019.

Clark, Jenna. "What Makes Technology Good or Bad for Us?" *Greater Good Magazine*. 2 May 2019. https://greatergood.berkeley.edu/article/item/what_makes_technology_good_or_bad_for_us. Accessed 31 Oct. 2021.

Crawford, Susan P. "The New Digital Divide." *The New York Times*, 3 December 2011, www.nytimes.com/2011/12/04/opinion/sunday/internet-access-and-the-new-divide.html. Accessed 28 Nov. 2020.

Dickson, Ben. "How Amazon's Alexa Could Wind Up Monetizing Your Feelings." *Daily Dot*. 5 Jan. 2018. <https://www.dailydot.com/debug/amazons-alexa-wind-monetizing-feelings>. Accessed 31 Oct. 2021.

Gregersen, Erik. "History of Technology Timeline." *Encyclopedia Britannica*, www.britannica.com/story/history-of-technology-timeline. Accessed 4 Jan. 2022.

Heid, Markham. "Is Social Media Making Me Miserable?" *TIME*, 2 August 2017, <https://time.com/collection/guide-to-happiness/4882372/social-media-facebook-instagram-unhappy>. Accessed 29 Nov. 2020.

"Instagram 'worst for young mental health'" *BBC News*. 19 May 2017. <https://www.bbc.com/news/health-39955295>. Accessed 31 Oct. 2021.

Marr, Bernard. "Why Too Much Data Is Stressing Us Out." *Forbes*. 25 Nov. 2015. <https://www.forbes.com/sites/bernardmarr/2015/11/25/why-too-much-data-is-stressing-us-out/?sh=3ce2f683f763>. Accessed 31 Oct. 2021.

Parks, Miles. "Facebook call Links to Depression Inconclusive. These Researchers Disagree." *NPR*. 18 May 2021. <https://www.npr.org/2021/05/18/990234501/facebook-calls-links-to-depression-inconclusive-these-researchers-disagree>. Accessed 31 Oct. 2021.

Postman, Neil. "Five Things We Need to Know about Technological Change." *The New Technologies and the Human Person: Communicating the Faith in the New Millennium Conference*, 27 March 1998, Denver, CO. Conference Presentation.

<https://web.cs.ucdavis.edu/~rogaway/classes/188/materials/postman.pdf>.
Accessed 21 Jan. 2022.

Schweitzer, Eva Johanna. "Digital Divide." *Encyclopaedia Britannica*, 23 November 2015, *Encyclopaedia Britannica, Inc.*
www.britannica.com/topic/digital-divide. Accessed 28 Nov. 2020.

Woo, Erin. "Teenage Girls Say Instagram's Mental Health Impacts No Surprise." *New York Times*. 5 Oct. 2021.
<https://www.nytimes.com/2021/10/05/technology/teenage-girls-instagram.html>. Accessed 31 Oct. 2021.

Recommended Text:

Raimes, Ann and Susan K. Miller-Cochran. *Keys for Writers*. 8th ed. Wadsworth, Cengage Learning, 2018.

Grades:

- | | |
|-------------------------------------|------------|
| • Reading journals (6) | 30% |
| • Essay #1 with revisions | 10% |
| • Essay #2 with revisions | 10% |
| • Essay #3 with revisions | 10% |
| • Research paper with drafts | 15% |
| • Final exam | 10% |
| • Class participation | 15% |

Assignments:

Reading Journals (outcomes 2, 4, 5): We will be reading a variety of text selections that are thematically arranged around the course theme (**outcome 1**).

All of your reading journal entries should follow a similar format.

- The first paragraph of your journal entry should state the title and the author of the reading you are discussing. You should clearly state the thesis of the reading's argument in your first paragraph. You should also include a single sentence stating your personal opinion or response to the author's position.
- The next paragraph should present a summary of the main ideas of the reading's argument in your own words. The summary should present the author's thesis/position on the topic under discussion and the main points the author makes to support his or her argument.
- The following paragraphs should be your response to the author's argument. Analyze and respond to the main ideas of the reading. Develop your position on

the reading that you stated in paragraph 1. Use evidence from the text to support your discussion.

- Include evidence from the reading (either by paraphrasing or direct quotes). Parenthetically document textual evidence (author's last name, page number).

Essays

- **Essay 1 (outcomes 2, 4, 5):** Essay 1 is a 2-3-page formal essay assignment that is based on a single source (Crawford). Your essay response should include evidence from the single source reading and at least one background text drawn from the course's thematic readings. Please use MLA in-text citations when incorporating textual evidence and include a Works Cited page. Essay 1 will go through the revision process.
- **Essay 2 (outcomes 2, 4, 5):** Essay 2 is a 2-3-page multiple-source essay. You will be analyzing at least 2 assigned course readings in your response (Carr and Postman). Your essay response should include evidence from the 2 sources and at least 1 other background text drawn from the course's thematic readings. Please use MLA in-text citations when incorporating textual evidence and include a Works Cited page. Essay 2 will go through the revision process.
- **Essay 3 (outcomes 2, 4, 5):** Essay 3 is a 2-3-page multiple-source essay analyzing at least 3 readings from the course reading bank (Brooks, Clark, Heid, Marr, Parks, and Woo). Your essay response should include evidence from the 3 sources and at least 1 other background text drawn from the course's thematic readings. Please use MLA in-text citations when incorporating textual evidence and include a Works Cited page. Essay 3 will go through the revision process.

Research paper assignments (Technology and Social Change):

- **Research paper sources journal entries (outcomes 2, 4, 5)**
You will be finding and reading sources for your research paper (**outcomes 1 and 3**), and you will be writing journal entries sources you will include in your research paper. The format of these journal entries is the same as that of course's reading journals and you must include a Work Cited entry for each journal using MLA style.
- **Research paper introduction and outline**
The introduction to your research paper along with an outline of the points that you will make in your paper to support your thesis will be reviewed and evaluated. Your introduction should clearly state your research paper's focus and thesis. Beneath each of the points that you list in your outline, you can include key quotes and evidence you have gathered through research and the course readings to develop your supporting ideas (**outcomes 3, 4, and 5**).
- **Research paper with revisions**

The final paper for the course will be a research paper that takes a position on the course theme (technology and social change). You will support your argument by incorporating evidence from our readings and discussions and your library research **(outcomes 1, 2, and 4)**.

You will be introduced to the online research process. We will be going to the library online, and we will learn how to access databases such as Nexis-Uni and Academic Search Complete **(outcome 3)**.

The final draft of your research paper will be 4-5 pages, excluding the Works Cited page **(outcomes 1, 2, 3, 4, and 5)**. Your paper must use MLA documentation and should include at least 3 documented sources **(outcome 5)**.

Final Exam: The English 100 final exam is an essay exam given during the final exam period. You will be asked a question to which you will respond with a thesis-driven argument using support from the 2 course readings included in the exam prompt. To prepare, we will discuss the exam readings in class **(outcome 1)**. In addition, we will discuss and practice strategies for in-class reading and writing under final exam conditions **(outcomes 4 and 5)**.

On the day of the exam, you will be asked to write a 2–3-page essay that discusses an issue presented in the 2 readings. In your essay, you must argue a position support your position using information from the 2 texts as well as your own ideas, observations, and experiences **(outcomes 2, 4, and 5)**.

Individual Student Conferences: During the semester, I will be scheduling individual student conferences so that I can meet with you and get to know you. This will also provide you with an opportunity to let me know if you are having any difficulties navigating our online course materials or if you have any questions about the syllabus, course assignments or class expectations. Your participation in these conferences is part of your class participation grade.

Class Participation: Your class participation is crucial to your success in the course. Participation includes: the timely completion of course assignments, your course attendance, participation in class discussions, attending individual student conferences, and attending writing tutoring sessions in the Writing Center.

Student Resources: See Resources folder on our Blackboard menu.

For housing, psychological and legal help, please contact <http://www.bcc.cuny.edu/campus-resources/access-resource-center/>.
(718) 289-5179

For more information about BCC student support services, please refer to the “Student Support” folder located in the menu of our course’s Blackboard.

Tutorial Services: To access tutoring services, log in to Blackboard, where you will see a direct link to tutoring services (Bronx CC tutoring). This will take you to Learning Commons Academic Services. Here you will find tutoring services, the Writing Center, tutor.com, and the Learning Commons.

Writing Center: To make an appointment for tutoring at the Writing Center, please go to www.bcc.mywconline.net.

Academic Integrity:

Students are expected to be familiar with and abide by the CUNY Policy on Academic Integrity (2021-2022 College Catalog, p. 84), which states: *Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.*

Accommodations/Disability Services

BCC respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Disability Services Office as soon as possible this semester. A Disability Services specialist will work with you to review the barriers you are experiencing and explain the eligibility process for establishing academic accommodations for this course. You can reach the Disability Services Office by email at disabilityservices@bcc.cuny.edu or by phone at (718) 289-5874 or (718) 289-5875. General information may be found here: <http://www.bcc.cuny.edu/campus-resources/disability-services/>.

You may also reach the Disability Services Office through Microsoft Teams. Download the Teams app, login using your CUNYfirst login, and join the DSO Student Service Center team using the following access code: neewu66. You may also email the office for a Zoom appointment.

Grading Standards for English 100 and Beyond

A [90-100 points] An essay graded “A”

excels in both content and style. It presents a clear central thesis, which is effectively developed throughout the paper. It contains interesting and original ideas, which are organized in a logical structure. Paragraphs are unified, coherent, and well-developed. The “A” paper relies on support that is sufficient, appropriate, and effective. Transitions within and between paragraphs are fluent and guide the reader along a clear line of reasoning. Sentences are varied in structure and consistently correct. Vocabulary is well-chosen, specific, and precise. The “A” paper contains few, if any, errors in form, grammar, spelling, and punctuation. Student uses correct MLA documentation when summarizing, paraphrasing, and quoting.

B [80-89 points] An essay graded “B”

responds to the topic with engaging and interesting ideas. It has a clearly stated thesis and logical structure, but may reveal minor lapses in development. Paragraphs clearly relate to the paper’s main idea; however, transition between ideas may be less fluent and supporting evidence less

effective than in the “A” paper. The “B” paper uses words accurately and effectively and contains few errors in the mechanics of writing. Occasionally an essay that excels in other areas but contains some sentence-level errors may receive a grade of “B.” Student generally uses correct MLA documentation when summarizing, paraphrasing, and quoting.

C [70-79 points] An essay graded “C”

displays a satisfactory response to the assignment; a “C” is not a penalty grade. The “C” paper may present the central idea in general terms, depending on platitudes or clichés to develop its points. While it usually shows some pattern of organization, transitions from point to point may be less fluent than in the “A” or “B” paper. Support may be in the form of generalizations or examples that are not relevant. Sentence structure may be repetitive and word choice imprecise. The “C” paper may contain mechanical errors, but these should not be numerous or hinder the communication of ideas. A paper that has few errors but relies on superficial reasoning or broad generalizations will receive a “C.” Student uses MLA documentation inconsistently when summarizing, paraphrasing, and quoting.

D [60-69 points] An essay may be graded “D” for a variety of reasons.

It may respond inappropriately to the topic or fail to present a clear thesis. It may be organized illogically, with few internal transitions between ideas. Paragraphs may not relate to the central idea, may lack development, or may rely solely on repetition and generalization. The “D” paper may contain sentences that lack variety and may exhibit frequently inappropriate or limited word choice. A paper graded “D” often contains frequent errors in sentence structure, grammar, punctuation, and spelling. Student uses little or no correct MLA documentation when summarizing, paraphrasing, and quoting.

F [0-59 points] An essay may be graded “F” for any one or more of the following reasons.

It may lack a thesis and display no clear logical pattern. Development may lack complexity, may be repetitive, or may be unduly brief. Paragraphs may be absent or undeveloped and disorganized. Numerous mechanical and grammatical errors may obstruct the clear communication of ideas. Occasionally a paper will be graded “F” because it does not respond to the assignment. Student uses little or no correct MLA documentation when summarizing, paraphrasing, and quoting and/or student plagiarizes.

ENG 100

Research paper assignment

Your research paper will be 4-5 pages, not including the Works Cited page. Your research paper will incorporate evidence from at least 3 sources. 1 of these sources can come from the course readings, and your other sources will be obtained through library research. You will incorporate this evidence into the argument you present in your research paper. **Your paper must use MLA in-text citation, and have a Works Cited page(s).**

Your research paper will take a position on a debatable question within the course theme. You will support your argument by incorporating evidence from our course readings and discussions, and by incorporating evidence from outside sources of information that you have gathered by conducting library research. We will be going to the library, and we will be introduced to the research process. We will learn how to access databases such as Lexis-Uni and Academic Search Complete in order to find evidence to support our arguments.

Start out with a central research question that you will answer by doing research. Your thesis will be your answer to this central research question. Your paper should be an argument. This means that there is more than one answer to your central research question. The body of your documented essay will support your thesis/your position. You will use the information you have gathered through the course readings, and/or library research to support and develop your thesis. At some point in your paper, you will acknowledge the other side of the argument. Remember, this is your paper, and your argument.

All central research questions are subject to my approval.

Unit/Week (dates included)	Topics	Readings & Resources	Assignments
1	Getting started	<ul style="list-style-type: none"> How to navigate BB (tutorial video) Online campus resources 	<ul style="list-style-type: none"> Student record sheet Diagnostic essay Student writing authorization form
2	Writing process Vocabulary Introduction to course theme – technology	<ul style="list-style-type: none"> W. Bernard Carlson, “Technology” Erik Gregersen, “History of Technology Timeline” Grading symbols Grammar review 	<ul style="list-style-type: none"> Revise the grammatical errors of your diagnostic essay and take note of your patterns of error
3	Main ideas How to write a summary How to write a journal entry	<ul style="list-style-type: none"> Neil Postman, “Five Things We Need to Know about Technological Change” 	<ul style="list-style-type: none"> Reading Journal #1 (Postman)
4	Supporting details Digital divide Introduction to argument	<ul style="list-style-type: none"> Eva Johanna Schweitzer, “Digital Divide” Susan P. Crawford, “The New Digital Divide” 	<ul style="list-style-type: none"> Reading Journal #2 (Crawford)
5	Discussion of Essay 1 Patterns of organization in informational text	<ul style="list-style-type: none"> Discussion of Essay 1 	<ul style="list-style-type: none"> Essay 1 due (“Digital Divide”)

6	Implied main ideas and inference	<ul style="list-style-type: none"> Nicholas Carr, "Is Google Making Us Stupid?" 	<ul style="list-style-type: none"> Reading Journal #3 (Carr) <p>Revision of Essay 1 due</p>
7	Is Technology Changing the Way We Think?	<ul style="list-style-type: none"> Discussion of Essay 2 	<ul style="list-style-type: none"> Essay 2 due (Is Technology Changing the Way We Think?)
8	<p>Social media platforms and mental health</p> <p>Introduction to research paper assignment</p> <p>Author's purpose and point of view</p>	<ul style="list-style-type: none"> Markham Heid, "Is Social Media Making Me Miserable?" Discussion of Essay 3 (Social Media and Mental Health) 	<ul style="list-style-type: none"> Reading Journal #4 (Heid) Revision of Essay 2 due Essay 3 due
9	<p>Library research/Library orientation</p> <p>Research paper sources</p>	<ul style="list-style-type: none"> How to write a research paper source journal 	<ul style="list-style-type: none"> Reading Journal #5 (research paper source journal due) <p>Revision of Essay 3 due</p>
10	Research paper sources	<ul style="list-style-type: none"> How to write a research paper source journal 	<ul style="list-style-type: none"> Reading Journal #6 (research paper source journal due)
11	How to write a prospectus and outline of a research paper	<ul style="list-style-type: none"> Student samples - prospectus and outline of a research paper 	<ul style="list-style-type: none"> Prospectus and outline of research paper
12	<p>How to write a research paper</p> <p>Individual conferences</p>	<ul style="list-style-type: none"> Sample student research papers "How to Write a Research Paper" booklet 	<ul style="list-style-type: none"> First draft research paper Individual conferences

<p>13</p>	<p>Revising the research paper</p>	<ul style="list-style-type: none"> • How to revise a research paper handout 	<ul style="list-style-type: none"> • Individual conferences • Final draft research paper
<p>14</p>	<p>ENG 100 final exam review</p>	<ul style="list-style-type: none"> • Discussion -- final exam readings • Discussion -- final exam essay requirements and format 	<ul style="list-style-type: none"> • Practice for final exam