

Essay Type	<b>Essay 1: 500 words, 4 paragraphs, 2 pages maximum.</b>	
weight. length	10% of final grade -- 500 words	<b>Persuading How to Maintain Academic Honesty</b>
due	out of class - February 2, 2010	
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	Handout; College Pressures (263); Innocents Afield (423); In Praise of the "F" Word (515).	
documentation	"MLA" in <i>Handbook</i> 93-133 or "Documentation" in <i>Longman</i> 620-633.	
writing task	In the paper exploring the ethical issue of academic integrity, you will persuade your opinion about the issue of plagiarism in school. In your introductory paragraph, you will define academic integrity and plagiarism and bridge to your thesis statement, which expresses your arguable opinion about plagiarism. Choose two of the three readings to use as evidence. In one body paragraph, explain why opponents would disagree with your position about college pressures and/or sports pressures and/or grade pressures. In the second body paragraph, explain why supporters would agree with your thesis. Support each body paragraph with paraphrases and quotations from your sources, and conclude with your own insights. In your conclusion, reiterate your thesis statement and persuade that academic integrity is a major concern for individual students and the academic community at large; include a thought-provoking metaphor to illuminate the issue. [Block = one-side-at-a-time]	
rhetorical situation: persona, audience, purpose, topic, tone	Your persona is that of a college student leader who considers honesty and integrity to be vital for a responsible adult in society. Your audience is a group of entering freshmen. Your purpose is to prepare and present a brochure for a workshop of fifteen entering freshmen in a "Welcome to BCCC" orientation program. Your topic, which will be your sub-title, is "Academic Honesty in the College Classroom." The tone will be informal. You may use second person; avoid first person.	
relationship to prior assignments	Your essay topic relates to your past experience as a student and as an observer of other students. In Comp 110, this essay introduces the structure of all essays this semester: introductory paragraph defining the problem and ending with a thesis; three body paragraphs to develop the thesis with specific details, including personal observation, quotations, and paraphrases with correct embedded citations; concluding paragraph showing insight and aided by an appropriate metaphor; accurate Works Cited page; and unique title created from nouns and verbs in the conclusion.	
reminders	Remember to persuade your opinion about this ethical issue of plagiarism. Even after you present and support the opposing viewpoint, your own "pro" position should be compelling. Remember to submit a complete essay packet described on the Format sheet.	
warnings (alerts) and options	In this, our first essay, you should carefully complete every part of the assignment: its task, its rhetorical situation, and its format. Further, be meticulous in documenting your sources: embedded citations must be correct, and the Works Cited page must be correct. You carry the responsibility of looking up the correct content and punctuation: if you ask me for help, tell me which pages you consulted and why you are confused. The only way that any writer knows what is correct is to look up the citation in an MLA style guide. ALERT: Save time for final revisions and for a thoughtful preparation of the Response page.	
collaboration	I urge you to talk through this assignment with a person who will listen with interest, share insights, and give straightforward feedback. Additionally, we will devote class time to reviewing the essay, and you can make corrections based on any helpful suggestions you care to use.	
"Core" focus	(1,7) Students will be able to articulate requirements for academic integrity and apply appropriate methods for citing and documentation. (1,3) Students will be able to locate, articulate, and develop a central idea for any written communication.	

Essay Type	<b>Essay 2: 500 words, 4 paragraphs, hand-written, 75 minutes.</b>	
weight. length	10% of final grade -- 500 words	<b>Persuading How to Manage Stress</b>
due	in class - February 16, 2010	
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	Sister Flowers (87); The Fourth of July (142); What Are Friends For? (276)	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	In your paper, you will persuade that your method of dealing with stress warrants attention. Your topic, which will be your subtitle, is "Acting With Responsibility to Manage Hardship." In your introduction, discuss the prevalence of stress in a person's life. End with your thesis, which states your arguable position in coping with personal hardship. Choose two of the three readings. In each of two body paragraphs, use evidence from one reading to show, first, what opponents might argue (CONs), then what proponents might argue (PROs). Include at least one quotation and one paraphrase with correct embedded citations. Conclude each body paragraph with your paraphrase of how the essay does/does not support your thesis. In the concluding paragraph, reiterate your thesis and persuade that your insights about maintaining balance during life's difficulties warrant attention; include a metaphor; and end powerfully with your discovery about your own life experience. [Point-by-Point = con/pro together]	
rhetorical situation: persona, audience, purpose, topic, tone	Your persona is yourself, a college student, and your audience is your peers who are considering careers in demanding jobs. Your purpose is to examine the importance of a planned attitude to address personal stress. The tone is informal, but you are asked to write entirely in third person.	
relationship to prior assignments	In our examination of persuasive writing, the topic moves from personal responsibility for academic honesty to adult responsibility for maintaining equilibrium in our lives. The organization moves from "block" style to "point by point" style. In persuasive writing, you must show the reader both sides of the issue (con's and pro's) in order to persuade him/her to your position expressed in the thesis.	
reminders	A writer of informal tone uses everyday language but not slang or jargon. He/she occasionally uses contractions and generally maintains third person. Metaphor: A perfect metaphor not only relates your topic to something familiar to your audience but also promotes an insight, a "eureka!," that illuminates their understanding. A metaphor churns the mind. [ <i>Do you notice the metaphor?</i> ]	
warnings (alerts) and options	To summarize an essay, explain the author's message in your own words as if you're describing it to a friend, briefly (about three sentences). To paraphrase an important sentence, re-read it, close your book, and write its main idea in your own words. To quote a sentence or phrase, choose one so well written that you could not capture it in any other way than the author's own words. Introduce and punctuate each quotation correctly (see <i>Longman</i> 623-5). OPTIONS: On this and other in-class essays, you may include the following complete sentences on your outline: thesis, topic sentences, quotations, and paraphrases. Everything else should be words or phrases. Do not bring a written draft to copy. You should bring the pre-written Works Cited page and the Response Page: I will read them, and the outline while you write.	
collaboration	In the "a" part of the class, you will present your outline aloud to a partner, who will critique it for logic, specific details, level of interest, effective metaphor, and compelling insight.	
"Core" focus	(1,6) Students will be able to revise documents by editing for content, organization, style, readability, mechanics, and format. (III,1) Students will be able to understand and express the meaning and significance of a variety of communications. (Interpretation)	

Essay Type	Essay 3: 800 words, 5 paragraphs, 3 pages maximum.	
weight. length	10% of final grade -- 800 words	Persuading How to Promote Social Justice
due	out of class - March 2, 2010	
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	Beyond the Pleasure Principle (462); Let's Tell...All America's Cultures (520); Where Do We Go From Here: ...or Chaos (592)	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	<p>In this paper, you will persuade your arguable opinion, with reasons and examples, as to how a responsible adult can promote justice. In your introductory paragraph, you will define social justice and bridge to your thesis. In the three body paragraphs, use quotations and paraphrases from the essays to explain first the CONs, then the PROs of your position. In your concluding paragraph, reiterate your thesis and then persuade that your opinion about why injustice happens or how social justice can flourish has merit; include a metaphor. Your conclusion offers a chance to convince the reader that, even though opponents have good reasons for their opinions, your position is the more persuasive one. [Point-by-Point]</p>	
rhetorical situation: persona, audience, purpose, topic, tone	<p>Your persona is the writer of a letter to be written as a follow-up to a panel discussion that made you think. Your audience is someone you know well, such as a co-worker, aunt, uncle, boss, friend. Your purpose is to persuade that your position on justice/injustice warrants consideration. Your topic, which will be your subtitle, is "Integrity and Social Justice." Your tone is informal; please maintain third person throughout.</p>	
relationship to prior assignments	<p>Since your audience is someone you know on a mature level, you continue to write informally but not conversationally. You are presenting serious persuasion of an important topic.</p>	
reminders	<p>You are using evidence from other authors' essays in order to create and persuade your own arguable position.</p>	
warnings (alerts) and options	<p>To achieve an "informal but not conversational" tone, avoid contractions and use diction such as that used in <i>Time</i>, <i>Newsweek</i>, and these readings. Consider how each author created his/her unique TONE by means of word choice and sentence construction. Emulate this technique by choosing words in your introduction and conclusion that contribute to the tone you wish to convey.</p>	
collaboration	<p>Since you will create your draft at home, please read it aloud to a thoughtful person who can critique it for logical development, specific details, effective metaphor, and thoughtful conclusion. At the bottom of the Works Cited page, list the name(s) and relationship(s) of your collaborator(s).</p>	
"Core" focus	<p>(1,2) Students will be able to demonstrate critical thinking skills such as synthesis, analysis, or argument, when writing or when analyzing all forms of written communication. (III,3) Students will be able to identify the explicit and implied features of a communication, especially in arguments that put forth a conclusion. (Analysis Skills)</p>	

<b>Essay Type</b>	<b>Essay 4: 600 words, 4 paragraphs, hand-written, 75 minutes.</b>	
<b>weight. length</b>	10% of final grade -- 600 words	<b>Persuading How to Help Others</b>
<b>due</b>	in class - March 23, 2010	
<b>grading, Core objectives</b>	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
<b>format</b>	Please use "Format: Essays 1-7" from packet, also available on my website.	
<b>source(s)</b>	The Storm This Time (103); Someone's Mother (156); The Handicap of Definition (466)	
<b>documentation</b>	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
<b>writing task</b>	This essay addresses an eternal question: "What is the most effective way to help others?" In your introduction, give examples of ways that people can be called upon to assist others; end with your arguable thesis. Choose two of the three readings. In the first of two body paragraphs, give an opponent's position (CONs), using quotations and paraphrases from BOTH essays. In the second body paragraph, support the thesis (PROs) using quotations and paraphrases from BOTH essays. In the concluding paragraph, reiterate your thesis; then persuade that your opinion about helping others is valid. Use a metaphor to illustrate the effectiveness of your position. [Block = all con's, then all pro's]	
<b>rhetorical situation: persona, audience, purpose, topic, tone</b>	Your persona is the Arts Critic of the BCCC newspaper, <i>The Centurion</i> . Your audience is someone from whom you would like to obtain a scholarship or work-study grant, such as a scholarship committee chair, public relations chair of a non-profit organization, or college admissions officer. Your topic, which is your subtitle, is "Taking Responsibility to Overcome Hardships." Your tone is formal.	
<b>relationship to prior assignments</b>	You are moving from an informal to a formal tone: a formal tone uses no contractions; its diction is more elevated; its sentence structure is more sophisticated. Additionally, your audience, unknown to you personally, could be reading with greater discernment (attention to detail).	
<b>reminders</b>	Please re-read all "reminders" and "warnings" to date (Essays 1-3) and hold yourself responsible for completing all continuing criteria. They are an expected part of all class essays this semester.	
<b>warnings (alerts) and options</b>	ALERT: A thorough outline provides your most effective path to success. On your outline, you may write in full the following complete sentences: thesis, topic sentences, and quotations. Everything else should be words/phrases. You should bring the pre-written Works Cited page and the Response Page.	
<b>collaboration</b>	In the "a" part of the class, you will present your outline aloud to a partner, who will critique it for logic, specific details, level of interest, effective metaphor, compelling insight, and persuasiveness.	
<b>"Core" focus</b>	(I,2) Students will be able to demonstrate critical thinking skills such as synthesis, analysis, or argument, when writing or when analyzing all forms of written communication. (III,3) Students will be able to identify the explicit and implied features of a communication, especially in arguments that put forth a conclusion. (Analysis Skills)	

Essay Type	Essay 5: 800 words, 5 paragraphs, 3 pages maximum.	
weight. length	20% of final grade -- 800 words	Persuading How to Gain Understanding
due	in class - April 6, 2010	
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	The Price We Pay (164); The Miracle of Melancholia (221); Workers (363)	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	In this essay, you will persuade the reader of your way to gain self-knowledge. . . . [You will outline and write this essay entirely during class, using your own resources plus brainstorming opportunities with peers and teacher. The first class session will be to plan and outline; the second session, to compose, revise, and edit. The complete writing task will be provided at the beginning of class.]	
rhetorical situation: persona, audience, purpose, topic, tone	Your persona is a writer of a letter to the <i>Intelligencer</i> , a newspaper serving Bucks County and parts of Montgomery County and NJ. Your audience is people you don't know: they may be workers, citizens, parents, job seekers. Your topic, and subtitle, is "Attaining Self-Knowledge." Your tone is formal.	
relationship to prior assignments	Check that your thesis is not only unique and thought-provoking but also arguable: someone else could disagree with it. Be sure to use correctly arranged embedded citations and Works Cited entries. Refer to the <i>Handbook</i> or to <i>Longman Appendix A</i> .	
reminders	You want to stimulate your audience to think about your argument. Your goal is to present your position so your readers, after reading both sides of your argument, are persuaded to accept your opinion.	
warnings (alerts) and options	As the semester approaches its end, seize this opportunity to use all your essay-writing skills for success: prewrite, draft, revise, edit, and publish.	
collaboration	Discuss and share your outline with classmates, for a thesis or evidence from one person can inspire someone else.	
"Core" focus	(I,4) Students will be able to tailor academic and/[or] professional prose for a culturally diverse audience. (III,4) Students will be able to integrate and/or combine knowledge from multiple sources to create new knowledge. (Synthesis)	

Essay Type	<b>Essay 6 - research-based: 1200 words, 7-8 paragraphs, 4 pages maximum.</b>	
weight. length	20% of final grade -- 1200 words	
due	out of class - April 27, 2010	Persuading How to Deal with Environmental Crisis
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	A Fable for Tomorrow (359); The Santa Ana (600); <b>3 library sources: popular press; journal; website</b>	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	<p>In this paper, you will construct an argument about an environmental issue: What can be done about Canadian Geese, North American deer, polar bears, or <i>t.b.a.</i> Develop your topic using cons and pros. In your introductory paragraph, refer to the issues named in the two Longman essays, and bridge to your arguable thesis. Develop the body paragraphs using block or point-by-point organization of the cons and pros. Give abundant support from at least three different kinds of library sources. Place an embedded citation after each piece of evidence, and be sure the source is included in the Works Cited. In the concluding paragraph, reiterate your thesis and expand it with your insights: explain why, having read the evidence, the reader should agree with your position on this controversial issue. Use a metaphor to illuminate your conviction. [Block OR Point-by-Point]</p>	
rhetorical situation: persona, audience, purpose, topic, tone	<p>You are a professional writer of a "My Opinion" essay for CBS-News. Your audience is college-educated readers who base their decisions on informative, intellectual television/radio discussions and readings. Your topic, and subtitle, is "Environment Alert." Your tone is formal: it uses sophisticated diction (words) and syntax (sentence structure) and maintains third person throughout.</p>	
relationship to prior assignments	<p>This essay, like the previous five essays, is intended not just to present an argument but to persuade the reader to accept your opinion. This essay includes research material. We will have a half-class of library orientation one week and on-line research time the following week. You can access the online library sources using your computer from any off-campus or on-campus location.</p>	
reminders	<p>A formal academic tone need is intelligent, thoughtful, and sophisticated. It wins respect by its abundance of expert testimony, facts, statistics, and vivid examples. Because you want to <i>persuade</i>, you will explain the opponents' position and counter their position with reasons and support for your thesis. Your conclusion highlights the compelling nature of your position.</p>	
warnings (alerts) and options	<p>ALERT: Use carefully chosen words to suggest the strength of your position and the weakness of the opponents' position. Keep in mind that your thesis must be arguable: someone reading it should be able to exclaim, "Wait a minute! I disagree, but the writer <i>does</i> present both sides!" You should develop your argument in a "block" or "point by point" organization, both of which will be demonstrated in class instruction.</p>	
collaboration	<p>Sharing your thesis, brainstorming ideas, and research sources usually benefits everyone. This is a perfect time to experience collegial give-and-take.</p>	
"Core" focus	<p>(III,4) Students will be able to integrate and/or combine knowledge from multiple sources to create new knowledge. (Synthesis) (III,7) Students will be able to communicate and justify clearly the results of their reasoning. (Presenting Arguments Skills)</p>	

Essay Type	Essay 7: 600 words, 4 paragraphs, hand-written, 75 minutes.	
weight. length	10% of final grade -- 600 words	Persuading How to Get What We Want
due	in class - May 11, 2010	
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	Bombs Bursting In Air (215); Propaganda Techniques in Today's Advertising (245); Psst! "Human Capital" (272)	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	In this essay, you will persuade your position on an elemental problem: "How can I get what I want?" In your introductory paragraph, present examples of needs and wants that can be difficult to attain, and bridge to your arguable thesis. Choose two of the readings. In each body paragraph, use an author's position and evidence first to refute your thesis (CONs) and then to support it (PROs); conclude with your evaluation of the author's thesis. In the concluding paragraph, reiterate your thesis and explain why your approach is most likely to succeed. Let your metaphor echo your opinion. [Point-by-Point = CONs and PROs in each paragraph]	
rhetorical situation: persona, audience, purpose, topic, tone	Your persona is yourself: a thinking, feeling essayist. Your audience is your children, friends, or colleagues. Your topic, and subtitle, is "Achieving Success." The tone is informal: you may be conversational, and you may use first person in the conclusion.	
relationship to prior assignments	Former essays presented existing problems. This one proposes an eternal concern. Even so, its development should be grounded in evidence from the readings. Plan the contents and arrangement in a point-by-point outline: each body paragraph will contain both CON and PRO arguments, suggesting the persuasiveness of the PRO position.	
reminders	Use your preplanning skills to arrive at a carefully crafted, uniquely considered approach to your topic. You will be revealing something within yourself that will cause your reader to discover something new about you and possibly about him/herself.	
warnings (alerts) and options	You should bring the pre-written Works Cited page and the Response Page: I will read them, and the outline, while you write. You have the tools you need to write an effective, correct, and interesting essay!	
collaboration	As always, collaboration with a classmate during the writing process reaps benefits.	
"Core" focus	(1,5) Students will be able to eliminate stereotyping and gender bias from all written communication. (III,6) Students will be able to reason from what they know to form new knowledge, draw conclusions, solve problems, explain, decide, and/or predict. (Inductive and/or Deductive Reasoning Skills)	

Essay Type	Essay 5: 800 words, 5 paragraphs, 3 pages maximum.	
weight. length	20% of final grade -- 800 words	Persuading How to Gain Understanding
due	in class - April 6, 2010	
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	The Price We Pay (164); The Miracle of Melancholia (221); Workers (363)	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	In this essay, you will persuade the reader of your way to gain self-knowledge. In your introductory paragraph, describe scenarios when a person has to make ethical or moral decisions, and conclude with your arguable thesis. In each of three body paragraphs, use evidence from an essay to explain first the opponents' views of your thesis (CONs), then the supporters' views (PROs). Use quotations and paraphrases, and conclude with your insights. In the concluding paragraph, reiterate your thesis and speculate, predict, or comment. Use a metaphor to unlock further understanding. [Point-by-Point = CONs and PROs in each paragraph]	
rhetorical situation: persona, audience, purpose, topic, tone	Your persona is a writer of a letter to the <i>Intelligencer</i> , a newspaper serving Bucks County and parts of Montgomery County and NJ. Your audience is people you don't know: they may be workers, citizens, parents, job seekers. Your topic, and subtitle, is "Attaining Self-Knowledge." Your tone is formal.	
relationship to prior assignments	Check that your thesis is not only unique and thought-provoking but also arguable: someone else could disagree with it. Be sure to use correctly arranged embedded citations and Works Cited entries. Refer to the <i>Handbook</i> or to <i>Longman Appendix A</i> .	
reminders	You want to stimulate your audience to think about your argument. Your goal is to present your position so your readers, after reading both sides of your argument, are persuaded to accept your opinion.	
warnings (alerts) and options	As the semester approaches its end, seize this opportunity to use all your essay-writing skills for success: prewrite, draft, revise, edit, and publish.	
collaboration	Discuss and share your outline with classmates, for a thesis or evidence from one person can inspire someone else.	
"Core" focus	(I,4) Students will be able to tailor academic and/[or] professional prose for a culturally diverse audience. (III,4) Students will be able to integrate and/or combine knowledge from multiple sources to create new knowledge. (Synthesis)	