

# ENC1102 – Spring 2011

College Composition 2

HOME

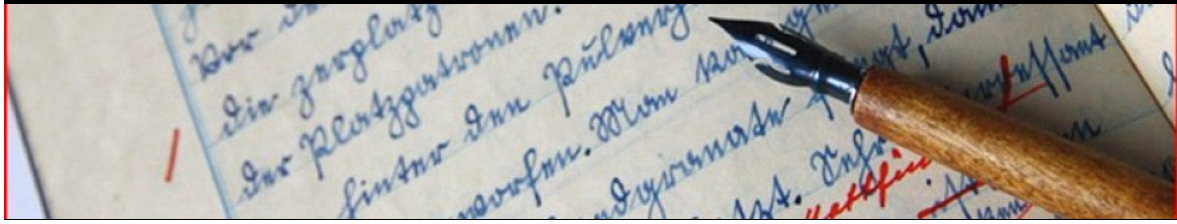
WELCOME

ASSIGNMENTS

EVENTS

SYLLABUS & SCHEDULES

OF GENERAL INTEREST



## Final Exam Now Online (29 April 2011)

Posted on [29 April 2011](#) | [Leave a comment](#)

Dear ENC1102 Scholars:

Because I finished drafting the Final Exam early than expected, I have put it online for anyone who would like to get a head start.

I will also distribute a hard copy to anyone who wants one during class on May 3rd. Other reasons to come that day include: if you want to get back any assignments that I've graded or if you want to ask me any questions about the exam. **Recall that students in Section 3 are required to attend in any case.**

As you know, your final exam must be typed. Be sure that you clearly identify the number and/or letter of each question before each answer. Skip a space before your answer so that I can clearly see where your work begins. If I have to figure out which question you are responding to, I won't be able to give you credit for the answer. Don't forget your name and section number.

NOTE: If you would like to keep from having to retype the questions, you can download the Word version of the final exam from this blog, save it on your computer, insert your answers directly below each question, and then print out the result.

- Final Exam, ENC1102, Spring 2011-Ricketts – [in .pdf format \(printable\)](#)
- Final Exam, ENC1102, Spring 2011-Ricketts – [in Word format](#)

Posted in [Updates](#)

→ [Leave a comment](#)

## Update: 28 April 2011 (Sections 24 and 25 ONLY)

Posted on [28 April 2011](#) | [Leave a comment](#)

For students in Sections 24 and 25 only (thus, this **does not affect** students in Section 3):

Considering energy levels and work loads, I've decided to cancel class on May 3rd – ONLY FOR THOSE WHO ARE NOT TAKING THE FINAL EXAM.

If you are taking the Final Exam, you do need to come to class. If not, study for your other exams and best of luck.

Section 3 will meet as planned.

### SEARCH THE ENC1102 SITE

Search

### RECENT POSTS

- [Final Exam Now Online \(29 April 2011\)](#)
- [Update: 28 April 2011 \(Sections 24 and 25 ONLY\)](#)
- [Extra Credit Assignment: Analysis Paper](#)
- [How Dumb Are We? In Newsweek test, 38% of Americans Fail the U.S. Citizenship Test](#)
- [Correction – and Apologies – Research Paper Exchange](#)
- [Research Paper Exchange Mar 22/24 – Instructions & Info](#)
- [Updates: 22 February 2011](#)
- [NoodleTools – Research & Citation Support, Free to PBSC Students](#)
- [Background Materials for Outlining](#)
- [Grading Rubrics Posted](#)
- [Updates – 20 January 2011](#)
- [Updates – 13 January 2011](#)
- [Welcome to ENC 1102!](#)

### DATES & DEADLINES

- [Major Dates & Deadlines](#)
- [WHAT YOU NEED TO KNOW ABOUT THE FINAL EXAM](#)

### DOWNLOADS & HANDOUTS

- [10 Tests of a Good Thesis Statement](#)
- [A Few Strategies for Writing Stronger Sentences & Grafts](#)
- [Argument Terms and Strategies](#)
- [Logical Fallacies and Misuse of Evidence](#)
- [Planning Calendar for Research Paper](#)
- [Poetry Project – download and/or listen to poems here!](#)
- [Research Paper: The No-Nos](#)
- [Song Book: Poems as Song/Songs as Poetry Lesson + Song Set Assignment](#)

Let me know if you have any questions.

ProfR

Posted in [Updates](#)

→ [Leave a comment](#)

## Extra Credit Assignment: Analysis Paper

Posted on [8 April 2011](#) | [Leave a comment](#)

Dear ENC1102 Scholars,

I've just posted information about how to earn extra credit if you're interested in doing so. I'll also pass this same information out in class on April 12, 2011.

Take a look at the link [here](#), read the instructions carefully, and let me know if you have questions.

Best,

~ProfR

Posted in [Dates & Deadlines](#), [Materials for Learning & Study](#), [Updates](#)

→ [Leave a comment](#)

## How Dumb Are We? In Newsweek test, 38% of Americans Fail the U.S. Citizenship Test

Posted on [27 March 2011](#) | [Leave a comment](#)

### HOW DUMB ARE WE?

***NEWSWEEK gave 1,000 Americans the U.S. Citizenship Test—38 percent failed. The country's future is imperiled by our ignorance.***



by Josh McKible for *Newsweek*

What Don't You Know? Take the Quiz.

They're the sort of scores that drive high-school history teachers to drink. When *Newsweek* recently asked 1,000 U.S. citizens to take America's official citizenship test, 29 percent couldn't name the vice president. Seventy-three percent couldn't correctly say why we fought the Cold War. Forty-four percent were unable to define the Bill of Rights. And 6 percent couldn't even circle Independence Day on a calendar.

Don't get us wrong: civic ignorance is nothing new. For as long as they've existed, Americans have been misunderstanding checks and balances and misidentifying their senators. And they've been lamenting the philistinism of their peers ever since pollsters started publishing these dispiriting surveys back in Harry Truman's day. (He was a president, by the way.) According to a study

- [Template for written assignments \(in Microsoft Word format\)](#)
- [The English Writing Lab – Schedule of Spring 2011 Seminars](#)
- [The Essential Nine: Some Possible Directions for a Research Paper Topic](#)
- [The Professor is Curious](#)
- [WHAT YOU NEED TO KNOW ABOUT THE FINAL EXAM](#)

---

### ENGLISH MECHANICS, GENERAL GRAMMAR & WRITING HELP

---

- [Common Errors in English Usage – Paul Brians](#)
- [Developing an Outline + Sample Outlines](#)
- [Hunter College Reading/Writing Center](#)
- [Purdue University Online Writing Lab \(OWL\)](#)
- [The Skeptic's Dictionary: Critical Thinking \(\\*\\*Excellent resource! Highly recommended!\\*\\*\)](#)

---

### FINDING RESEARCH TOPICS

---

- [100 Research Paper Topics – Midway College](#)
- [FAIR – Fairness & Accuracy in Reporting](#)
- [ProCon.org – Pros and Cons of Controversial Issues](#)
- [Research Paper and Argument Topic Ideas – Tidewater Community College](#)
- [Research Paper: The No-Nos](#)
- [Research Topic Ideas – Buzzle.com](#)
- [Research Topic Ideas – Northern Virginia Community College](#)
- [The Story of Stuff: Annie Leonard](#)
- [Times Topics – from the New York Times online](#)
- [Yahoo! Directory – Issues and Causes](#)

---

### PLACES TO CONDUCT RESEARCH

---

- [CQ Researcher – off-campus link \(can also be used on campus\)](#)
- [Issues & Controversies on File \(Facts.com\) – off-campus link \(can also be used on campus\)](#)
- [Opposing Viewpoints Resource Center \(Gale\) – off-campus link \(can also be used on campus\)](#)
- [Palm Beach State College Library "LibGuides"](#)

---

### RESEARCH SUPPORT - INCLUDING MLA STYLE GUIDES

---

- [10 Tests of a Good Thesis Statement](#)
- [Fine Tuning Your Topic – 2/15/11 Presentation \(in PowerPoint format\)](#)
- [Fine Tuning Your Topic – 2/15/11 Presentation \(in .pdf format\)](#)

by Michael X. Delli Carpini, dean of the Annenberg School for Communication, the yearly shifts in civic knowledge since World War II have averaged out to “slightly under 1 percent.”

But the world has changed. And unfortunately, it’s becoming more and more inhospitable to incurious know-nothings—like us.

To appreciate the risks involved, it’s important to understand where American ignorance comes from. In March 2009, the *European Journal of Communication* asked citizens of Britain, Denmark, Finland, and the U.S. to answer questions on international affairs. The Europeans clobbered us. Sixty-eight percent of Danes, 75 percent of Brits, and 76 percent of Finns could, for example, identify the Taliban, but only 58 percent of Americans managed to do the same—even though we’ve led the charge in Afghanistan. It was only the latest in a series of polls that have shown us lagging behind our First World peers.

Most experts agree that the relative complexity of the U.S. political system makes it hard for Americans to keep up. In many European countries, parliaments have proportional representation, and the majority party rules without having to “share power with a lot of subnational governments,” notes Yale political scientist Jacob Hacker, coauthor of *Winner-Take-All Politics*. In contrast, we’re saddled with a nonproportional Senate; a tangle of state, local, and federal bureaucracies; and near-constant elections for every imaginable office (judge, sheriff, school-board member, and so on). “Nobody is competent to understand it all, which you realize every time you vote,” says Michael Schudson, author of *The Good Citizen*. “You know you’re going to come up short, and that discourages you from learning more.”

It doesn’t help that the United States has one of the highest levels of income inequality in the developed world, with the top 400 households raking in more money than the bottom 60 percent combined. As Dalton Conley, an NYU sociologist, explains, “it’s like comparing apples and oranges. Unlike Denmark, we have a lot of very poor people without access to good education, and a huge immigrant population that doesn’t even speak English.” When surveys focus on well-off, native-born respondents, the U.S. actually holds its own against Europe.

Other factors exacerbate the situation. A big one, Hacker argues, is the decentralized U.S. education system, which is run mostly by individual states: “When you have more centrally managed curricula, you have more common knowledge and a stronger civic culture.” Another hitch is our reliance on market-driven programming rather than public broadcasting, which, according to the *EJC* study, “devotes more attention to public affairs and international news, and fosters greater knowledge in these areas.”



- [MLA Style Guide & Tips – PBSC Library](#)
- [NoodleTools – Tips for PBSC Students, including Sign-In Information](#)
- [Planning Calendar for Research Paper](#)
- [The Skeptic’s Dictionary: Critical Thinking \(\\*\\*Excellent resource! Highly recommended!\\*\\*\)](#)

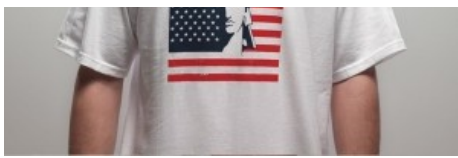
---

#### EMAIL SUBSCRIPTION

---

If you are an ENC1102 student, please subscribe to this blog to receive notifications of new posts by email.

Sign me up!



Phil Toledano for *Newsweek*

For more than two centuries, Americans have gotten away with not knowing much about the world around them. But times have changed—and they’ve changed in ways that make civic ignorance a big problem going forward. While isolationism is fine in an isolated society, we can no longer afford to mind our own business. What happens in China and India (or at a Japanese nuclear plant) affects the autoworker in Detroit; what happens in the statehouse and the White House affects the competition in China and India. Before the Internet, brawn was enough; now the information economy demands brains instead. And where we once relied on political institutions (like organized labor) to school the middle classes and give them leverage, we now have nothing. “The issue isn’t that people in the past knew a lot more and know less now,” says Hacker. “It’s that their ignorance was counterbalanced by denser political organizations.” The result is a society in which wired activists at either end of the spectrum dominate the debate—and lead politicians astray at precisely the wrong moment.

The current conflict over government spending illustrates the new dangers of ignorance. Every economist knows how to deal with the debt: cost-saving reforms to big-ticket entitlement programs; cuts to our bloated defense budget; and (if growth remains slow) tax reforms designed to refill our depleted revenue coffers. But poll after poll shows that voters have no clue what the budget actually looks like. A 2010 World Public Opinion survey found that Americans want to tackle deficits by cutting foreign aid from what they believe is the current level (27 percent of the budget) to a more prudent 13 percent. The real number is under 1 percent. A Jan. 25 CNN poll, meanwhile, discovered that even though 71 percent of voters want smaller government, vast majorities oppose cuts to Medicare (81 percent), Social Security (78 percent), and Medicaid (70 percent). Instead, they prefer to slash waste—a category that, in their fantasy world, seems to include 50 percent of spending, according to a 2009 Gallup poll.

Needless to say, it’s impossible to balance the budget by listening to these people. But politicians pander to them anyway, and even encourage their misapprehensions. As a result, we’re now arguing over short-term spending cuts that would cost up to 700,000 government jobs, imperiling the shaky recovery and impairing our ability to compete globally, while doing nothing to tackle the long-term fiscal challenges that threaten ... our ability to compete globally.

Given our history, it’s hard to imagine this changing any time soon. But that isn’t to say a change wouldn’t help. For years, Stanford communications professor James Fishkin has been conducting experiments in deliberative democracy. The premise is simple: poll citizens on a major issue, blind; then see how their opinions evolve when they’re forced to confront the facts. What Fishkin has found is that while people start out with deep value disagreements over, say, government spending, they tend to agree on rational policy responses once they learn the ins and outs of the budget. “The problem is ignorance, not stupidity,” Hacker says. “We suffer from a lack of information rather than a lack of ability.” Whether that’s a treatable affliction or a terminal illness remains to be seen. But now’s the time to start searching for a cure.

Posted in [Materials for Learning & Study](#)

→ [Leave a comment](#)

## Correction – and Apologies – Research

## Paper Exchange

Posted on 23 March 2011 | [Leave a comment](#)

**My apologies to everyone for the confusion I created by adding “by 5pm” to the instructions for emailing your research paper drafts and peer reviews.**

**As several have pointed out, that obviously conflicts with the normal requirement to email assignments within 24 hours after the normal time for your class meeting. I realize this all became very unclear.**

**If you can email your papers no later than 24 hours after when we would normally have met, that will be fine. Similarly, the deadline for peer reviews is 24 hours after the normal class meeting time — in other words until 12:30pm, 2pm, or 3:30pm on March 25th, depending upon your section.**

**There was no requirement to provide me with a hard copy.**

**Please email me if you have questions.**

Here are the correct instructions. See also

<http://enc1102spr10.wordpress.com/2011/03/04/exchange-instructions/>.

Email your paper to your designated partner no later than 24 hours following your normal March 22 class meeting time (that is, before 12:30pm, 2pm, or 3:30pm on March 23, depending upon your section), **with a copy to me**. It would be helpful if you also included your phone number, in case your partner needs to contact you. Draft papers should be in normal assignment format.

Return your feedback/peer response to your partner via email no later than 24 hours following your normal March 24 class meeting time (that is, before 12:30pm, 2pm, or 3:30pm on March 25, depending upon your section), **with a copy to me**. The Feedback/Peer Response should be in normal assignment format.

Posted in [Dates & Deadlines](#), [Updates](#)

→ [Leave a comment](#)

## Research Paper Exchange Mar 22/24 – Instructions & Info

Posted on 4 March 2011 | [Leave a comment](#)

As you know, we will not be in session on March 24th and, on March 22nd, we're on one of our “small group days” and only 1/3 of you will be in class.

Therefore, to make sure that that the Research Paper Exchange happens the way it's supposed to, please click on one of these links to refer to the exchange schedules posted on the blog:

- [Section 24](#)
- [Section 3](#)
- [Section 25](#)

If you do not have the email address of the student to whom you are supposed to email your paper, please let me know immediately.

Email your paper to your designated partner ~~on March 22nd before 5pm~~ no

later than 24 hours following your normal March 22 class meeting time (that is, before 12:30pm, 2pm, or 3:30pm on March 23, depending upon your section), **with a copy to me**. It would be helpful if you also included your phone number, in case your partner needs to contact you. Draft papers should be in normal assignment format.

Return your feedback/peer response to your partner via email ~~on March 24th before 5pm~~, no later than 24 hours following your normal March 24 class meeting time (that is, before 12:30pm, 2pm, or 3:30pm on March 25, depending upon your section), **with a copy to me**. The Feedback/Peer Response should be in normal assignment format.

**[My apologies to everyone for the confusion I created by adding "by 5pm," which conflicts with the normal requirement to email assignments within 24 hours after the normal time for your class meeting. I realize this all became very unclear. If you can email your papers and reviews no later than 24 hours after when we would normally have met, that will be fine. Similarly, the deadline for peer reviews is 24 hours after the normal class meeting time -- in other words until 12:30pm, 2pm, or 3:30pm on March 25th, depending upon your section. There was no requirement to provide with a hard copy. Please email me if you have questions.]**

**This is a graded assignment; no late submissions will be accepted.**

#### **WHAT YOU SHOULD BE LOOKING FOR/READING FOR**

When you receive a paper to review, your peer feedback should focus on:

1. **Thesis/Claim/Proposition:** Is the thesis strong and workable? How clearly is it presented? Does the writer inform the reader exactly what his or her position is and what she or he intends to prove or argue? Is the claim/thesis statement something that could be debated by reasonable, informed people?
2. **Analysis:** Keeping in mind that this is a first draft and that the writer will continue to extend his or her analysis: Does the writer clearly relate his or her evidence and argument to the thesis/claim? Does the analysis and use of supporting materials and research appear persuasive and clear? Does the writer show critical thinking, avoiding simplistic descriptions or explanations?
3. **Use of Evidence:** Does the writer demonstrate good understanding and careful thought regarding the ideas expressed in source materials? Are outside sources important to the argument and of scholarly quality? Are quotes integrated smoothly into the text?
4. **Logic and Argumentation:** Do the ideas in the paper flow logically? Are arguments well organized, reasonable, and sound? Does the author stay clearly on-topic without wandering off to introduce irrelevant materials, arguments, or commentary?
5. **Writing Quality:** Is the writing overall thoughtful, clear, and appropriate to the college level? Is sentence structure, grammar, and choice of language of high quality? Can you find punctuation problems, grammatical, and spelling errors, or run-on sentences?

Think about the kind of feedback you would personally find most helpful, and try to provide the same level of information to the writer you are reviewing.

**If you have any questions about the above, don't hesitate to let me**

know!

Posted in [Dates & Deadlines](#), [Updates](#)

→ [Leave a comment](#)

## Updates: 22 February 2011

Posted on [23 February 2011](#) | [Leave a comment](#)

- The *corrected* Research Paper Planning Calendar is now online [here](#). Please note that the only change is the one we discussed in class: The Research Paper outline is due March 15, 2011 (rather than the 10th, which falls during Spring Break). Peer editing/response will still be due on March 24th, but will be submitted via email (with a copy to me) rather than in person.
- The grading rubric for the Research Paper is online [here](#).
- The grading rubric for Classroom Participation, which is 20% of your final grade, is [here](#). (In .pdf format only.)

See you on Thursday!

Posted in [Updates](#)

→ [Leave a comment](#)

## NoodleTools – Research & Citation Support, Free to PBSC Students

Posted on [8 February 2011](#) | [Leave a comment](#)

NoodleTools (<http://www.noodletools.com>) is innovative software that teaches students and supports teachers and librarians throughout the entire research process. NoodleTools allows you to search intelligently; assess the quality of results; record, organize and synthesize information using online notecards; and format your Works Cited lists in MLA, APA, or Chicago/Turabian style.

NoodleTools includes an automatic citation generator for MLA Style, so there's no possibility of error.

PBSC Students have **free access** to NoodleTools. Read the PBSC Library Tip Sheet [here](#). (NB: The first time you sign up, you must do so from an on-campus computer; once you have a UserID, you can use NoodleTools from anywhere.)

Posted in [Materials for Learning & Study](#), [Updates](#)

→ [Leave a comment](#)

## Background Materials for Outlining

Posted on [29 January 2011](#) | [Leave a comment](#)

Many ENC1102 scholars have asked about proper format for preparing an outline. Numerous materials are available online, and your texts provide examples as well.

I've also put an explanation and some sample outlines on our class site: [Developing an Outline + Sample Outlines](#).

We'll discuss this more in class, but for those on Team 1, whose members are preparing the "reverse outline" of the Foer article, please remember:

- as we discussed, you're meant to be imagining the kind of outline Foer himself might have prepared in order to write the article we read
- the point of the reverse outline is to capture main ideas and principal

- points and to reflect their logical organization
- a paragraph-by-paragraph or sentence-by-sentence outline that does little more than quote directly from the article does not fulfill the assignment
- you should focus on ideas — and the way ideas are supported — rather than on minute details in the writing
- the reverse outline is an opportunity to practice summarizing, restating, and condensing complex materials

Please bring questions to class on Tuesday.

All best for a great weekend!

Posted in [Materials for Learning & Study](#)

→ **Leave a comment**

## Grading Rubrics Posted

Posted on [22 January 2011](#) | [Leave a comment](#)

For those who are interested, I've posted grading rubrics for the "Can You Convince Me?" + Resource List exercise and for Vocabulary exercises.

You can find them [here](#).

As other assignments come up, I'll post similar rubrics to try to make the grading process a little clearer.

Please let me know if you have any questions.

Posted in [Updates](#)

→ **Leave a comment**

[← Older posts](#)

---

Theme: *Coraline* by Automattic  Blog at WordPress.com.