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Chapter 1 - Radford University's Core Curriculum Program

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Core Foundations Competency Areas
CORE 101 → 102 → 201 → 202

Critical Thinking
Oral Communication
Written Communication
Technology Literacy
Information Literacy
Ethical Reasoning
UNIVERSITY CORE A COURSES: OVERVIEW

CORE-101: Essentials of Written and Oral Communication
Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills. This course has been approved for Core Curriculum credit in University Core A.

CORE-102: Advanced Written and Oral Communication
Prerequisite: CORE 101. Further development of students’ writing and speaking skills with attention to applied critical thinking and information literacy. The course will introduce students to basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. This course has been approved for Core Curriculum credit in University Core A.

CORE-103: Written and Oral Communication – Honors
Prerequisite: Admission to the Honors Academy. Development of students’ writing and speaking skills with emphasis on logic and information literacy. Students will form and support claims, attending to the assumptions underlying arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive written and oral communication. This course has been approved for Core Curriculum credit in University Core A.

CORE-201. Topics in Critical Inquiry
Prerequisites: CORE 102 or CORE 103. Further development of students’ skills in critical thinking, including a rigorous introduction to informal fallacies, deductive logic and inductive reasoning. Students will also learn how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication and create their own arguments. This course has been approved for Core Curriculum credit in University Core A.

CORE-202. Topics in Ethical Inquiry
Prerequisite: CORE 201. Further development in students’ skills in technology, reading, writing, oral communication, research, and critical thinking. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will critique texts and create their own sustained line of reasoning regarding an ethical topic. This course has been approved for Core Curriculum credit
in University Core A.

Official Course Syllabi

In this section you will find the official course syllabi for the courses in the Core A sequence. Read over all four syllabi so as to see the relationship between the courses. Note that similar assignments recur in the courses. We ask that students perform these assignments at an increasingly sophisticated level over the course of the sequence. Also note that the goals and outcomes listed are the same for each syllabus. These goals and outcomes reflect the goals and outcomes of the entire sequence, not the individual course. You are not responsible for achieving all of the outcomes in one course.

CORE 101 Essentials of Written and Oral Communication

1. Catalog Entry
CORE 101 Essentials of Written and Oral Communication
Three hours lecture (3)

Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills. The course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course
The course uses five major components to organize instruction on

• the composing process;
• the relationship of reading, writing, speaking, and critical thinking;
• some of the rhetorical principles that inform successful communication;
• the generation of ideas;
• the synthesis of complex information.

Students examine both writing done by others and their own writing to determine how subject, audience, purpose, and context provide choices and constraints for the writer and speaker. They read, discuss, and analyze college-level texts.

Students also write essays that receive written and oral responses from both the instructor and classmates, which guide the process of revision. Concepts of interpersonal and small group communication are introduced in the context of interviewing, student-teacher conferencing, and peer review sessions.

3. Detailed Description of Conduct of Course
After Fall 2010, the University Core A Handbook will be a required text.

The course will include both formal and informal writing exercises. Students will compose multiple drafts of each essay in response to peer and instructor comments.

Components [the order of these is not prescriptive]:

...
A. Critical Reading Logs.
This component asks students to read primary texts and examine and write about their ideas and language. They will also learn to cite and document the texts used and prepare works cited entries.

B. Personal Essay.
Through this component, students will be introduced to the writing process and how to use it to develop an organized essay in standard written English. Students will also develop small group communication skills during peer review sessions.

C. Interview.
This component will involve the development of interviewing skills that result in at least one interview that is described and analyzed as part of either Assignment B, D, or E.

D. Expository Essay.
This component will guide students into writing objectively about an idea or experience of interest.

E. Thesis-Driven Argument
Students will write a personal opinion essay, developing reasons and examples to support their opinions. Students will learn how to analyze an issue, apply reasoning to the problem, and develop a solution. They will also learn how to choose an appropriate audience to be persuaded and use a style appropriate to that audience in a finished essay.

4. Goals and Objectives of the Course
This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes have been prepared for this course in relation to the Core Curriculum goals and outcomes document below:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.
Radford University students will be able to:
- effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- choose appropriate genres and styles when writing for a variety of different audiences
- describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.
Radford University students will be able to:
- identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- identify and demonstrate communication skills appropriate in interpersonal, small group, and public speaking contexts

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:
- apply the processes of deduction, induction, and other key elements of logical reasoning
- create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- analyze issues, solve problems, and apply reasoning to everyday situations
- evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions

Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.

Radford University students will be able to:
- explain contemporary technological trends and issues
- utilize industry standard technologies as appropriate for academic purposes
- identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information
- demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources
- apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy

5. Assessment Measures
   a. Assessment of Students. Students will produce a number of informal and formal texts which will be graded according to criteria designed with the outcomes in mind.
   b. Assessment of Curriculum. For program assessment, a designated set of assignments of the students’ work will be gathered in consultation with the Core Curriculum coordinators.

6. Other Course Information
None

7. Review and Approval
May 2010    Rosemary Guruswamy & Susan Van Patten
CORE 102 Advanced Written and Oral Communication

1. Catalog Entry
CORE 102 Advanced Written and Oral Communication

Three hours lecture (3).

Prerequisite: CORE 101

Further development of students’ writing and speaking skills with attention to applied critical thinking and information literacy. The course will introduce students to basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. This course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Content of Course
This course continues the emphasis of the Core sequence on the composing process, and the relationship between reading, critical thinking, writing, and speaking, but also:

- The rhetorical principles that inform successful oral and written communication;
- Key concepts in argumentation including informal fallacies;
- Research as inquiry, using both print and digital sources to gather information on a topic;
- Evaluation of the quality of information;
- Use of information as evidence to support arguments.

Students will also develop their reading skills by analyzing texts. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

3. Detailed Description of Conduct of Course
The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the course.

The assignments are:

A. Textual Analysis
Students will analyze a primary text alongside secondary texts which comment on it. They will learn the difference between primary and secondary texts, and evaluate the secondary texts as arguments with logical structures, explicit and implicit assumptions, and supporting evidence. In their written analysis, students will summarize, paraphrase, and quote from the texts, documenting them correctly in a works cited page.

B. Researched Essay
Students will write a paper for which they first conduct research in order to answer a research question related to their topic. A visit to the Radford University library and exposure to its various research tools, such as the computerized catalog system, major indexes, and electronic sources will orient the students to the library’s offerings. Instructors will assign and evaluate the various steps in the research process as well as the finished product, including but not restricted to annotations of their sources and a
working bibliography. Annotations will both summarize and evaluate the usefulness of sources.

C. Informative Speech
Students will present orally on their research topic to both inform their audience. They will learn the basics of oral presentation and be evaluated both on content and presentation. They will be asked to reflect on their speech and the speeches of others.

4. Goals and Objectives of the Course
This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes have been prepared for this course in relation to the Core Curriculum goals and outcomes document below:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.
Radford University students will be able to:
- effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- choose appropriate genres and styles when writing for a variety of different audiences
- describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.
Radford University students will be able to:
- identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- identify and demonstrate communication skills appropriate in interpersonal, small group, and public speaking contexts

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.
Radford University students will be able to:
- apply the processes of deduction, induction, and other key elements of logical reasoning
- create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- analyze issues, solve problems, and apply reasoning to everyday situations
- evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions

Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.

Radford University students will be able to:
- explain contemporary technological trends and issues
- utilize industry standard technologies as appropriate for academic purposes
- identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information
- demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources
- apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy

5. Assessment Measures
   a. Assessment of Students. Students will produce a number of informal and formal texts which will be graded according to criteria designed with the outcomes in mind.
   b. Assessment of Curriculum. For program assessment, a designated set of assignments of the students’ work will be gathered in consultation with the Core Curriculum coordinators.

6. Other Course Information
   None

7. Review and Approval
   May 2010    Rosemary Guruswamy & Susan Van Patten

CORE 201 Topics in Critical Inquiry

1. Catalog Entry
CORE 201 Topics in Critical Inquiry
Three hours lecture (3).
Prerequisite: CORE 102 or CORE 103

Further development of students’ skills in critical thinking, including a rigorous introduction to informal fallacies, deductive logic and inductive reasoning. Students will also learn how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication and create their own arguments.

2. Detailed Description of Content of Course
This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Key concepts in public speaking, such as appropriate language and delivery choices will be reinforced. Students will be introduced to formal deductive logic, common forms of inductive argument, the full spectrum of informal fallacies and the ways in which these are integrated into various forms of discourse.

The course will include projects that require students to research a topic, understand the major viewpoints that surround it, select one viewpoint, and present a persuasive speech. Students will continue to hone their skills in research as inquiry, using both print and digital sources to gather information on a topic which will then be used as evidence to support both oral argument and extended written arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information into the extended chain of reasoning they will create in their projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple rhetorical texts. In the process of such critique, students will learn how to evaluate differing views on various issues, how to grasp the impact of world-views on claims to truth, and apply the habits of mind required for intellectual objectivity.

3. Detailed Description of Conduct of Course

Each section of the course will be designed around a theme chosen by the instructor that will guide the choice of readings, assignment topics, and other classroom activities. Course themes are selected to promote critical inquiry and develop skills in oral communication, written communication, information literacy and technology literacy.

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course. Classes will be brought to the RU library for further information literacy instruction.

Required projects for course completion:

Textual Analysis - 201
In this project, students will analyze arguments on a topic related to the course theme. Using the principles of logic and rhetoric, students will develop criteria for strong arguments and evaluate the arguments they’ve gathered according to that criteria in an essay. The sources will be cited and documented on a reference page.

Researched Argument - 201
In this project, students will use a combination of general interest and scholarly sources derived from library databases in order to conduct research on a topic related to the theme of the course and develop their own line of reasoning in a researched argument essay. Students will prepare an annotated bibliography of sources. In this project they will learn to distinguish between general interest and peer-reviewed sources.

Persuasive Speech - 201
Students will make an oral argument on a topic related to the course theme. Students will support their claims with effective inductive or deductive arguments, appropriate emotional appeals, and development of their own credibility. Speeches will include appropriate presentational aids.
**Reading Logs - 201**

Throughout the semester students will critically read and respond to a series of texts according to the instructor's guidelines. Reading logs are intended to provide students with opportunities to engage with the texts, encouraging the application of rhetorical principles, inductive and deductive reasoning, and identification of fallacies.

4. **Goals and Objectives of the Course.**

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

*Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.*

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.

Radford University students will be able to:

- effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- choose appropriate genres and styles when writing for a variety of different audiences
- describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.

Radford University students will be able to:

- identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- identify and demonstrate communication skills appropriate in interpersonal, small group, and public speaking contexts

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:

- apply the processes of deduction, induction, and other key elements of logical reasoning
- create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- analyze issues, solve problems, and apply reasoning to everyday situations
- evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions

Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.

Radford University students will be able to:
- explain contemporary technological trends and issues
- utilize industry standard technologies as appropriate for academic purposes
- identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information
- demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources
- apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy

5. Assessment Measures
Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered of the students’ work to be assessed at the completion of the Core A sequence.

6. Other Course Information

7. Review and Approval
Date Action Reviewed by
May, 2010 Susan Van Patten

CORE 202 Topics in Ethical Inquiry

1. Catalog Entry
CORE 202
Topics in Ethical Inquiry
Three hours lecture (3).
Prerequisite: CORE 201
Further development in students’ skills in technology, reading, writing, oral communication, research, and critical thinking. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis,
and evaluation of written and oral arguments. Students will critique texts and create their own sustained line of reasoning regarding an ethical topic.

2. Detailed Description of Content of Course

This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Students will become familiar with the major methods of ethical reasoning, including rule-based reasoning, cost-benefit analysis, and reasoning rooted in the examination of character traits. Students will research and evaluate the ethical arguments supporting the viewpoints in a major ethical issue, ultimately creating arguments of their own to support an ethical conviction.

The course will include a major project that requires students to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for ethical reasoning. In the course of the researched argument project, students will continue to hone their skills in research as inquiry, using both scholarly sources to gather information on a topic and then to use that information as evidence to support both oral arguments and extended written arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information and arguments into the extended chain of reasoning they will create in their public projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple literary or rhetorical texts as expressions of ethical viewpoints and arguments. In the process of such critique, students will learn to evaluate differing views on various ethical issues, to grasp the impact of world-views on claims to truth, and to apply methods of intellectual objectivity.

3. Detailed Description of Conduct of Course

Each section of the course will be designed around a theme chosen by the instructor that will guide the choice of readings, assignment topics, and other classroom activities. Course themes are selected to promote ethical inquiry and develop skills in oral communication, written communication, information literacy and technology literacy.

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course.

Required projects for course completion:

Textual Analysis Project - 202
In this project, students will apply the skills they have developed through the previous textual analysis projects to a critique of conflicting ethical arguments on a major ethical issue which they will cast in an argument essay, citing and documenting the arguments used.

Group Project and Presentation - 202
In this project, students will work in a small group to examine the significant aspects of a major ethical issue and how different methods of ethical reasoning would approach the issue. Students will collaborate on the research and participate in a group presentation.

Multimedia Project - 202
Students will create a multimedia project related to the course theme. Multimedia projects should model proper use of copyrighted materials.
Reading Logs - 202
Throughout the semester students will critically read and respond to a series of texts according to the instructor's guidelines. Reading logs are intended to provide students with opportunities to engage with the texts, encouraging the application of ethical theories and methods of ethical reasoning.

4. Goals and Objectives of the Course.
This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.
Radford University students will be able to:
- effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- choose appropriate genres and styles when writing for a variety of different audiences
- describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.
Radford University students will be able to:
- identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- identify and demonstrate communication skills appropriate in interpersonal, small group, and public speaking contexts

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.
Radford University students will be able to:
- apply the processes of deduction, induction, and other key elements of logical reasoning
- create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- analyze issues, solve problems, and apply reasoning to everyday situations
- evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions

Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.

Radford University students will be able to:
- explain contemporary technological trends and issues
- utilize industry standard technologies as appropriate for academic purposes
- identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information
- demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources
- apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy

5. Assessment Measures

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered of the students’ work to be assessed at the completion of the Core A sequence.

6. Other Course Information

7. Review and Approval

Date Action Reviewed by
May 2010 Susan Van Patten
March 21, 2012

**Freshman Composition Is Not Teaching Key Skills in Analysis, Researchers Argue**

By Dan Berrett  
*Chronicle of Higher Education*

Students in first-semester composition classes are routinely assigned to write a research paper, but this exercise rarely succeeds because they do not yet grasp how to analyze their sources, say the chief researchers of a multi-institutional study of college students' citations.

"We need to be teaching analysis, and a lot of it," Rebecca Moore Howard, professor of writing and rhetoric at Syracuse University and co-principal investigator of the Citation Project, said in an interview. She and her colleague on the project are scheduled to present their latest findings Thursday at the Conference on College Composition and Communication in St. Louis.

The project, which began as an effort to examine plagiarism and the teaching of writing, looked at source-based student papers from 16 institutions, including Ivy League universities, private and public institutions, liberal-arts colleges, religious institutions, and community colleges.

After reading 174 student papers and tracing back their 1,911 citations, the project's researchers were able to investigate the process by which students find, evaluate, and use the sources they cite.

"It's very clear that they don't know how to analyze their sources," Ms. Howard said. "They don't understand it and don't know how to do anything but grab a few sentences and go."

A presentation of the project's initial findings at the conference last year told a disheartening story: that students rarely look past the first three pages of the sources they cite and often stitch together a patchwork of text, with little evidence that they absorb their sources' content along the way.

The presentation the researchers prepared this year added further analysis and reflected data from one more institution, the further recoding of the data, and tests of statistical validity, which it met. Significantly, the results held true across institution types, said Sandra Jamieson, co-principal investigator on the project, and professor and chair of the English department at Drew University.

There was some good news in the numbers, Ms. Jamieson said. Seventy percent of students in the study chose government documents, journals, books, or news sources to cite, which she said are the kinds of materials that librarians and teachers of composition encourage students to seek out.

While this statistic suggests that these faculty members have been successful in their efforts to teach students to more scrupulously evaluate Web sources, a closer look at how students actually used these sources proved more sobering.
Ms. Jamieson offered an example of a student who wrote a research paper on eating disorders. The student cited 10 works, including the *Proceedings of the National Academy of Sciences* and two books. One of those books, however, was *Skinny Bitch*, a best-selling diet book written by a former agent for a modeling agency along with a former model who earned a master's degree in holistic nutrition.

"This was a student who was really trying, but just fell flat when dealing with the sources," Ms. Jamieson said.

Another of those sources was what appeared on the list of works cited to be an article from a publication called *Biotech Business Week*, which the student accessed through LexisNexis Academic, a portal to the Internet that would win the approval of most composition faculty and librarians.

But the citation, which was used to support the uncontroversial contention that fresh produce is good for you, was a press release written by the United Fresh Produce Association.

"The problem is that this is a site that provides secondhand data at best and with a commercial slant," Ms. Jamieson said. "It's the lack of critical thinking that says, 'Wait, can I trust this source?′"

**Implications for Teaching**

Such an example may not surprise those who work with freshmen on their research papers, but it and the larger findings point to changes that should be made in the first-year composition course, Ms. Jamieson and Ms. Howard argue.

Rather than spending time in first-year composition trying to teach students how to find sources—or using computer programs to chase down plagiarism—faculty members in such courses should scrap the research paper altogether, the researchers said.

After all, students exhibit the same kinds of mistakes at the end of their first-year composition courses as they do at the beginning, regardless of the type of institution or whether the course is taught by a full-time faculty member or an adjunct, Ms. Jamieson said.

Part of the problem, she added, is the expectation that faculty members trained in composition have expertise in the subject being researched, whether it is abortion, the death penalty, or gun control: "Unless it's in your field, you don't know what a good source is and what isn't."

Instead, she said, students should work on shorter papers that are based on source materials assigned through class, with more guidance from the instructor throughout the process.

And, though she said she is startled to hear herself say it, Ms. Howard recommends changing the paradigm governing the teaching of the course. Typically, students are taught to begin a rough draft fairly early in the writing process, she said. But the evidence suggests that students should
start writing later, after they are trained to read, analyze, and synthesize their sources, so that they can identify the argument and sort through the evidence.

"Our hypothesis is that teaching analysis can be a way of cracking open a whole set of disappointing issues we see in these papers," Ms. Howard said. "On the most basic level, it's reading comprehension: finding claims and finding evidence. Then you get to the much more interesting issues of analysis, which is how the writer is persuading the readers of claims."

Ms. Jamieson and Ms. Howard suspect that education at the primary and secondary levels has not helped. Although many high schools now expect students to produce research papers, students' performance on this task in college suggests their training is shallow. Standardized testing has taught students to identify the main idea in a piece of text, the researchers said, but not whether the underlying idea is sound.

Habitually grazing texts online may also play a role, Ms. Howard said. "It is true that the new literacies are changing the way we read, and many of us, including me, do a lot more skimming than we used to do. The trouble is, they are not also learning how to read deeply."

**ERIC Identifier:** ED284272  
**Publication Date:** 1987-00-00  
**Author:** Battaglini, Dennis J. - Schenkat, Randolph J.  
**Source:** ERIC Clearinghouse on Reading and Communication Skills Urbana IL.

**Fostering Cognitive Development in College Students--The Perry and Toulmin Models.**

The college classroom is widely regarded as a place where inquiring students comprehend and challenge complex ideas. Frequently, instead, the classes consist of diligent students eagerly taking notes and willing to memorize anything for the exam--yet missing the course's essence and failing to take a critical stance in relating to the ideas discussed. Such a mismatch causes frustration for college teachers, who often ask the question: "Can't students think?"

This digest focuses on the question of development of intellectual abilities in college students, with attention to two influential theorists, William Perry and Stephen Toulmin. Brief summaries of their ideas will be presented, along with implications for classroom instruction.

**WHAT IS COLLEGE STUDENT COGNITIVE DEVELOPMENT?**

Perry (1970, 1981) has developed a model that holds much explanatory power in suggesting how students make sense out of the information, theories, experiences, and opinions that confront them in college classrooms. The three descriptions below summarize many of the differences in student thinking described by Perry.

**DUALISTIC STUDENTS** are those who see the world as a place of absolutes such as right or wrong, true or false. Knowledge is seen as existing absolutely. Dualistic students tend to think of their role in terms of "right" answers and the role of the professor as providing those answers. These students will present judgments and evaluations as if they were self-evident, without the need for substantiation.

**MULTIPlISTIC STUDENTS** recognize that there are multiple perspectives to problems. However, they are unable to evaluate each perspective adequately. A typical multiplistic
response might be "We're all entitled to our own opinions," or "We're all good people." Argumentation ends, or is avoided, with the multiplistic attitude.

RELATIVISTIC STUDENTS see knowledge as relative to particular frames of reference. They show a capacity for detachment; they look for the "big picture," think about their own thinking, and evaluate their own ideas as well as those of others. Frequently, by seeing alternative perspectives, they have difficulty making a decision. Authorities are seen as people who can and should be questioned.

IMPLICATIONS OF THE PERRY MODEL FOR CLASSROOM INSTRUCTION

Understanding the Perry Model sheds some light on student perspectives that are different from the college teacher's expectations. For example, in class sessions dualistic students tend to respond negatively and question the credibility of a professor who fails to respond immediately with a firm answer. They are perplexed when arguments elicit a variety of valid interpretations. If told that a number of responses to an assignment might be appropriate and correct, they are disturbed by the idea of multiple answers. Some might even voice the opinion that there should be only one right answer and all others should be incorrect.

The notion of "right answers" carries over to evaluation of students. Dualistic and multiplistic students have difficulty when, during discussions of exam results, a professor responds: "Yes, that answer could also be considered correct," or "Let me think about that for a minute." The multiplistic student might always wonder "Why can't mine be right, too?" while the dualist is thinking--"If he doesn't know it dead cold, he's not much of an expert!"

It is understandable that many students function as dualists if we accept Rowe's (1983) analysis which holds that many elementary and secondary teachers operate according to a model of learning that views students as "essentially bottomless receptacles of information... This tends to limit the teacher's function to one veying information and correcting student recitation." With such teaching methods there is typically an official response to be recited whether or not one understands it or believes it. Reports on higher education by the Holmes Group (1986) note that lecture models with minimal student participation dominate undergraduate education in colleges and universities.

HOW CAN I FIND OUT MORE ABOUT THE PERRY MODEL?

Over the past decade, extensive research using the Perry Model in many academic disciplines has been conducted. Of course, the model has not gone unchallenged. Bizzell (1984), for example, charges that it is inherently value-laden insofar as it assumes that relativism is the most desirable intellectual stance and perhaps an end in itself. One excellent source of information is the "Perry Network Bibliography" which is updated semi-annually and has currently over 300 citations. The bibliography is maintained by the ISEM, 10429 Barnes Way, St. Paul, MN 55075. This body of research, along with materials on Perry in the ERIC database, offers an array of suggestions for working with college students. One particularly useful approach to sharpening students' intellectual skills is found in the Toulmin Model.

WHAT IS THE TOULMIN MODEL?

The Toulmin Model (Toulmin, Rieke, and Janik, 1984) deals with rules of rational argumentation. Its particular strength lies in the fact that it makes a systematic and precise use of words and concepts already familiar to most educated people. The model is a six-step system of argument: (1) a CLAIM is made; (2) GROUNDS, i.e., facts to support it, are offered; (3) a
WARRANT for connecting the grounds to the claim is conveyed; (4) BACKING, the theoretical or experimental foundations for the warrant, is shown (at least implicitly); (5) appropriate MODAL QUALIFIERS (some, many, most, etc.) temper the claim; and (6) possible REBUTTALS are considered.

As the concepts in the Toulmin model are applied to various kinds of texts and used in classroom discussion, students may be brought to see that the grounds for a claim are slim or that the theoretical backing is absent or of dubious relevance. Students learn that the plausibility of the claim is dependent upon a set of relations that can be extended and analyzed in a systematic, although not necessarily conclusive, fashion. Thus, students see that the language of reason is--or ought to be--the language of everyday life, in all of its complexity and untidiness (Kolupke, 1985).

The Toulmin Model has wide applicability across disciplines and in relation to a variety of texts. The history professor can advise the student writing on the failure of the Roman empire that stronger grounds are needed for the claim that Gracchan reforms were the cause. The psychology professor can suggest that a term paper on the function of dreams needs stronger theoretical backing. The sociology professor can advise the young analyst of the causes of child abuse to qualify her conclusions. The American literature professor can remind the enthusiastic admirer of Hemingway to anticipate possible rebuttals to his argument that the Hemingway "code" is a complete guide to life.

TOULMIN AND PERRY--FURTHER CLASSROOM IMPLICATIONS

Much of the distinction between the dualistic and multiplistic students and the relativistic students can be explained in Toulmin's terms. For example, dualists see the warrant made by the expert as unquestionable, while the multiplistic students think everyone has rights to make claims and warrants without backing. The relativist, by definition, is operating with a conscious conception of the justification and tentativeness embedded in the Toulmin Model.

Academic study requires that students operate at relativistic levels. Well-prepared students should know the variety of ways in which the basic concepts and principles of a discipline are organized to incorporate its facts, and they need techniques through which truth or falsehood, validity or invalidity are established (Shulman, 1986). Moreover, our understanding of the nature of disciplinary knowledge has undergone many paradigm shifts in this century (Schwartz and Ogilvy, 1979). Various disciplines from physics to literary criticism constantly reshape themselves in ways that resist dualistic conceptions. In Toulmin's terms, when there are competing claims for ideas within a discipline or even for conceptions of the nature of disciplines, students should be able to generate rules for determining which claim has the greater warrant for their purposes. So the Toulmin Model lends a useful terminology for dealing with the relativistic expectations which can be applied across the range of coursework students encounter.

The Perry Model offers college teachers a lens to clarify the diversity of backgrounds and dispositions that students bring to a topic. The model also suggests that many of the expectations for student understanding of sophisticated concepts and principles are beyond many students' levels of cognitive development. The Toulmin Model offers one method to bridge the gap, providing a practical framework of concepts and terms that can be used in analyzing ideas in a variety of disciplines.

FOR MORE INFORMATION

Holmes Group. TOMMORROW'S TEACHERS. East Lansing, MI: The Holmes Group, Inc., 1986


Schenkat, Randolph J.; Dennis Battaglini; and Sylvia W. Rosen, eds. IT STANDS TO REASON: THE RATIONALE AND IMPLEMENTATION OF A DEVELOPMENT BASED LIBERAL ARTS ORIENTED TEACHER EDUCATION PROGRAM. Reno, NV: Counterpoint Communications 1985. ED 263 059.


What is Core 201?

Core 201 is not an English class, a Philosophy class, a Communication class, or a Library class. It is a multidisciplinary class designed to increase students’ abilities to:

- Write well
- Speak clearly
- Think critically
- Research effectively

Students sometimes think writing should only ‘count’ towards an English class, or public speaking should be done only in a Communication class, etc. In fact, these and the other skills are necessary for success in college, regardless of major.

Why? You will need these skills in your professional life because they are the skills employers want their employees to have. These skills will also help you be an informed citizen and a contributing member of your community.

Professional Examples:

A teacher will need to be able to present in front of her students.
A software engineer will need to be able to write documentation for her code and processes so that others can understand it and then present that work to her co-workers and clients.

A nurse will need to be able to compare and contrast different medications he will give to his patients and then record the effects of medications in the patient's chart.

**Personal Examples:**

During elections, voters are overwhelmed by candidates’ ads, commercials, and appearances on talk shows. Figuring out what information to believe is necessary for making voting decisions.

A developer wants to build a new subdivision next to your house. You and your neighbors have concerns about increased traffic and the added stress on the water supply. Are your concerns valid? You’ll need to provide some statistics to the zoning board and town officials if you want to persuade them to vote against the subdivision.

You serve on the board of a volunteer organization. When a controversial issue comes to the board, how will you decide which arguments to believe?

**How is Core 201 different from Core 101 and 102?**

After Core 101, each course reinforces and reviews skills and adds another dimension to each type of skill. In Core 102, you learned how to give an informative speech. In Core 201, you will build upon these skills to effectively present a persuasive speech. In Core 102, you wrote a short research paper. In Core 201, you will take it a step further and research an argument. You would not be able to complete these 201 projects without the skills you learned in 102, but at the same time, 201 will teach you new skills that push you to the next level. With skills, only continual, consistent practice allows for mastery.

**What is Core 202?**

Core 202 is not an English class, a Philosophy class, a Communication class, or a Library class. It is a multidisciplinary class designed to increase students’ abilities to:

- **Write well**
- **Speak clearly**
- **Think critically about ethical issues**
- **Work in groups effectively**

Students sometimes think writing should only ‘count’ towards an English class, or public speaking should be done only in a Communication class, etc. In fact, these and the other skills are necessary for success in college, regardless of major.

Why? You will need these skills in your professional life because they are the skills employers want their employees to have. These skills will also help you be an informed citizen and a contributing member of your community.

**Professional Examples:**

A teacher will need to be able to present in front of her students.
A software engineer will need to be able to work with her colleagues to troubleshoot computer problems and document solutions.

A nurse will need to be able to make ethical decisions regarding a patient’s care.

**Personal Examples:**

During elections, voters are overwhelmed by candidates’ ads, commercials, and appearances on talk shows. Figuring out what information to trust- and knowing when you are being manipulated- is necessary for making voting decisions.

A developer wants to build a new subdivision next to your house. You and your neighbors have concerns about increased traffic and the added stress on the water supply. You and your neighbors will need to work together to gather information, strategize how to approach the zoning boards, and create effective presentations for public forums.

You serve on the board of a volunteer organization. When a controversial issue comes to the board, how will you help members of the board, with differing opinions, come to decisions?

**How is Core 202 different from Core 101, 102 and 201?**

After Core 101, each course reinforces and reviews skills and adds another dimension to each type of skill. In Core 102, you learned how to give an informative speech. In Core 201, you gave a persuasive speech. In Core 202, you will build upon these skills to provide a group presentation. In Core 201, you learned how to evaluate arguments. In Core 202, you will take it a step further and study methods to analyze and evaluate ethical arguments. You would not be able to complete these Core 202 projects without the skills you learned in 201, but at the same time, 202 will teach you new skills that push you to the next level. With skills, only continual, consistent practice allows for mastery.

### Proportion Of Employers Who Say Colleges Should Place More Emphasis Than They Do Today On Selected Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to effectively communicate orally and in writing</td>
<td>89</td>
</tr>
<tr>
<td>Critical thinking and analytical reasoning skills</td>
<td>81</td>
</tr>
<tr>
<td>The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences</td>
<td>79</td>
</tr>
<tr>
<td>The ability to analyze and solve complex problems</td>
<td>75</td>
</tr>
<tr>
<td>The ability to connect choices and actions to ethical decisions</td>
<td>75</td>
</tr>
<tr>
<td>Teamwork skills and the ability to collaborate with others in diverse group settings</td>
<td>71</td>
</tr>
<tr>
<td>The ability to innovate and be creative</td>
<td>70</td>
</tr>
<tr>
<td>Concepts and new developments in science and technology</td>
<td>70</td>
</tr>
</tbody>
</table>
The ability to locate, organize, and evaluate information from multiple sources 68
The ability to understand the global context of situations and decisions 67
Global issues and developments and their implications for the future 65
The ability to work with numbers and understand statistics 63
The role of the United States in the world 57
Cultural diversity in America and other countries 57
Civic knowledge, civic participation, and community engagement 52
Proficiency in a foreign language 45
Democratic institutions and values 40

Academic Integrity

**HONOR PLEDGE**

At the initiative of the Student Government Association, Radford students are expected to adopt the following values and ideals:

I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards of Student Conduct.

The Radford University Honor Pledge provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor Pledge without compromise or exception. Prohibited conduct sections 1-8 of the Standards of Student Conduct generally relate to Academics, but will likely apply in other cases as well.

For more information on the Honor Pledge including examples of violations and tips on how to avoid violations please visit [http://www.radford.edu/~dos-web/academicintegrity.htm](http://www.radford.edu/~dos-web/academicintegrity.htm).
**Prohibited Conduct**

While the following statements are not inclusive of all prohibited conduct, they constitute the official record of all general conduct rules and regulations at Radford University. Individual students and student organizations are expected to abide by these rules and regulations as well as all federal, state and local laws.

The following is a listing of prohibited conduct:

1. **Lying**
   A misrepresentation of the truth which misleads another.

2. **Possessing Unauthorized Material and/or Stealing**
   The unauthorized appropriation, possession or use of the property of another.

3. **Cheating**
   The possession, receipt, use or solicitation of unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information before, during, and after an academic exercise.

4. **Fabrication and Falsification**
   The unauthorized alteration or invention of any information or citation in an academic exercise. Forgery, or the misuse of non-transferable documents or instruments.

5. **Multiple Submission**
   The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
6. **Abuse of Academic Material**
   Destroying, stealing, or making inaccessible library or other academic resource material.

7. **Complicity in Academic Dishonesty**
   Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

8. **Plagiarism**
   Presenting the work of another as one's own. All sources of information must be cited according to one of the available style manuals. Please consult your faculty member to determine which style manual should be used.

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**Radford University Standards of Student Content**
http://www.radford.edu/content/dam/radford/content-files/standards0910.pdf

**About Plagiarism**

The McConnell Library has a number of useful guides to plagiarism and proper citation. This guide, prepared by our reference librarians, will assist students in understanding what constitutes plagiarism and best practices to avoid committing it.

Thank you to Professor Kim Gainer, who generously shared her academic integrity materials for inclusion in this guide.

**What is plagiarism?**

Plagiarism is using someone else's work without giving him or her credit. "Work" includes text, ideas, images, videos, and audio. In the academic world, you must follow these rules:

- When you use the exact words, you must use quotation marks and provide a citation.
• When you put the information into your own words, you must provide a citation. (See Paraphrasing tab.)
• When you use an image, audio, or video created by someone else, you must provide a citation.

Plagiarism could happen with a sentence, a paragraph, or even just a word! For example, Stephen Colbert, of the television show "The Colbert Report," made up the word "truthiness," meaning something that sounds like it should be true. If you say in a paper something has a ring of "truthiness"- you should cite Colbert. If someone else's words catch your interest, you should cite them.

Plagiarism is a serious academic offense. Penalties can range from failing the assignment to being expelled from Radford University. See the Dean of Students' Academic Integrity site for the RU Honor Code and information for students charged with an Honor Code violation.

Why Do We Cite?
Reasons for citing

When asked why you should cite your sources, many students reply, "So you don't get accused of plagiarizing." It is true that you must provide citations crediting others' work so as to avoid plagiarism, but scholars use citations for many reasons:

To make your arguments more credible. You want to use the very best evidence to support your claims. For example, if you are citing a statistic about a disease, you should use a reputable source like the World Health Organization or Centers for Disease Control (CDC). When you tell your reader the statistic comes from such a source, she will know to trust it- and thereby trust your argument more.

To show you've done your homework. You want to make it clear to your audience that you've researched your subject and know what you are talking about. As you dive deeper into your research, you will probably find certain authors are experts on the topic and are mentioned in most of the articles and books. You should read these experts' works and incorporate them into your paper.

To build a foundation for your paper. Great breakthroughs in scholarship are accomplished by building on the earlier, groundbreaking work of others. For example, Isaac Newton's law of universal gravitation would not have been possible without Johannes Kepler's law of planetary motion. What articles, books, texts, etc inspired you to create your argument? You want to provide references to the works which led to your thesis.

To allow your readers to find the sources for themselves. Someone interested in your topic may be inspired to read some of the articles and other sources you used to write your paper. The citation within the paper tells them what part of your argument is best addressed by a particular source, and the full citation in the bibliography provides them with the information needed to locate the original work.

Tips for Plagiarism Prevention

Don't procrastinate. Students who rush their work can make careless mistakes, such as forgetting to include a particular citation, or not having all the information needed for documentation. Students under pressure may also make poor choices, such as not documenting
sources and hoping the professor won't notice. Believe us- your professor will notice, and you won't like the long-term consequences.

Take careful notes. You need to be very clear in your notes whether you are writing down word-for-word what you found somewhere else, or if you are jotting down your own idea. You should take down all the information you will need to create your citations.

Cite your sources. Whenever you quote, paraphrase, summarize, or share an unusual fact, tell your reader where the information came from.

Get comfortable with the required citation style. The most commonly used citation styles on our campus are APA, MLA, and Chicago/Turabian. While they share many similarities, they also have differing requirements in regards to what and when to cite.

Quoting and Summarizing

What is quoting?

In a quote, you are using word-for-word a passage written by another author. When quoting, make sure to:

• Start and end the quote with quotation marks ("")
• Use the exact words the original author did- do not leave out words like 'not'!
• Have a citation for the original source.

Quotes are extremely powerful and should be used rarely. When you quote another author, you are surrendering your own voice and giving the stage to somebody else. Use quotes only when the original author has said something so perfectly, so poignantly, you could not say it any better yourself. Many majors in the sciences and social sciences do not use quotes at all; paraphrasing and summarizing are the norm in those fields.

Sample quote

A sample quote, cited in MLA style:

"Feeling uneasy, doubtful or overwhelmed about your investigation is not just a common, but an essential, part of human experience, the labor pains that lead from ignorance to accomplishment" (George 23).

The citation tells the reader to look at page 23 of the work by George, listed in the bibliography.

What is summarizing?

Summarizing is a short passage sharing the main points of a book or an article. When summarizing, make sure to:

• Use your own words (don't copy from an abstract or review!)
• Aim for a broad view of the work; the summary should be much shorter than what it is summarizing.
• Provide a citation.

Summaries are often used in literature reviews of research articles, or to give a brief description of a book.
Sample summary
Here is a summarization in APA format:

Students who are most successful in research bring a sense of curiosity and inquiry to their projects (George, 2008).

This in-text citation alerts the reader to look at the entry for George in the bibliography for a full citation. The 2008 refers to the date of publication, which APA requires.

Paraphrasing
What is a paraphrase?

In a paraphrase, you are taking someone else's ideas and thoughts and putting them into your own words. This does not make the paraphrase your own work! When paraphrasing, make sure to:

- Include a citation to the original source.
- Change the wording and sentence structure.

A paraphrase is NOT breaking out the thesaurus and replacing words from the original source with synonyms. Paraphrases are actually demanding to write; you want to capture the essence of the original idea, but the wording and sentence structure are fundamentally different.

Sample paraphrase

Original: The dog jumped over the cat.
Bad paraphrase: The canine hopped over the feline.
Why? This is plagiarism. The sentence structure is exactly the same, with words substituted.

Good paraphrase: Because the cat was in its way, the dog had to make a running leap.
Why? It reflects the meaning of the original, but shows the author thought about it for a little bit.

Remember that paraphrases need to be cited!

Why is paraphrasing helpful?

Unlike a quote, in which you are repeating someone else's words, paraphrasing allows you to retain your own voice in your narrative. Paraphrasing shows a deeper level of understanding about the original source than quoting does.

How to Paraphrase

Read and mark up the passage until you understand it.

Without looking at the passage, write down the main points of the passage.

Use your written-down notes to write a coherent understanding of the passage.

Now, look back at the original and confirm the original and paraphrase are sufficiently different from one another.

Cite the original source.
OWL Purdue site has some **paraphrasing exercises** to help you learn this essential skill.

**Common Knowledge**

Common knowledge is information that is accepted and known so widely you do not need to cite it:

- Common sayings or cliches. Examples: Curiosity killed the cat. Ignorance is bliss.
- Facts that can be easily verified. As you are conducting your research on a topic, you will see the same facts repeated over and over. Example: You are writing a paper on presidential elections, and you want to mention that Ronald Reagan was elected in 1980. Although you might not have known this fact before your research, you have seen it multiple times and no one ever argues about it.
- Facts that you can safely assume your readers know. Examples: Richmond is the capital of Virginia. The North won the U.S. Civil War. Fish breathe using gills.

Not all facts are common knowledge. You will still need to cite:

- Facts that surprise you or your reader. Example: Michelangelo was shorter than average (1).
- Facts that include statistics or other numbers. Example: As of June 2009, 42 states have laws that explicitly ban gay marriage, and 6 states have legalized it (2).
- If you use the exact words of another writer, even if the content within could be considered common knowledge. Example: “Lincoln’s political career began in 1832, when he ran as a Whig for the Illinois state legislature from the town of New Salem and lost” (3).

Common knowledge can be course-specific. For example, the number of bones in the leg could be considered common knowledge in an athletic training course. But if you are using that fact in an English paper, you cannot assume your professor would have that knowledge, and you would need to cite it.

Remember, if you have any questions about whether something is common knowledge, ask your professor for advice.

**Works cited:**


**Plagiarism in the Real World**

Some students believe the ethical use of information matters only to teachers, and after they graduate, they can forget all about it. In reality, virtually any profession you enter will require you to write and document your sources. If you are caught plagiarizing or misusing information, you may lose your job.
Recent "real world" cases of plagiarism and research misconduct include:

Dr. Raj Persaud plagiarized others' works in his articles and books, resulting in a suspension of his medical license.

Dr. Eric Poehlman falsified years of scientific study results, and was criminally prosecuted and barred from receiving public grant money.

Kaavya Viswanathan's young adult novel, "How Opal Mehta Got Kissed, Got Wild, and Got a Life" had plagiarized passages from novels by Megan McCafferty; the publisher recalled all copies of the book and cancelled her book contract.

Documentation styles

In the academic setting, professors require you to use a documentation style that has in-text citations (like APA and MLA) or footnotes or endnotes (like Chicago/Turabian). Most scholarly journals use the same types of styles.

All credible publications require credit be given to information sources. But the style in which credit is given can be very different from what you see in the university setting. Newspapers and popular magazines often discuss studies published in other journals, but do not provide a full citation. Many books will not have in text citations but list the sources of quotations, summaries, and paraphrases in an appendix or endnotes. This is not plagiarism, as the author is following the guidelines established by the publisher.

Remember that as a student, you are considered to be a scholar and must follow the university rules about plagiarism.

APA, MLA, Chicago, ASA

Citation style guides

APA
ASA (Sociology)
Chicago/Turabian
MLA

The library provides workshops on APA, Chicago, and MLA throughout the academic year.

Accessing the D2L APA Course

Students who would like further practice with avoiding plagiarism can self-register for our online D2L modules for graduate and undergraduate students. These modules combine short instructional videos with self-paced activities and auto-graded quizzes.

1. Log in to the RU portal and click on the D2L icon.
2. On the opening D2L page, click on "Self Registration" in the red bar at the top of the screen:
3. You will see a list of course offerings. Choose Library Workshops, then follow the directions to Register for the course:

![Course Offering](image)

4. Go back to your D2L courses by clicking on the My Home link in the red bar at the top of the screen:

![My Home Link](image)

5. Library Workshops will now be listed as an option on your personal D2L home page. Click the link to access the modules:

![Library Modules](image)

6. To see the different modules, click Content:

![Content Link](image)

7. We have 3 different modules: APA for undergraduates, APA for graduate students, and Avoiding Plagiarism. You can use the 'plus' and 'minus' signs to the left of each module to open and close its contents.

![Table of Contents](image)
8. Clicking on the plus sign to the left of a module provides you will a list of the videos, activities, and quizzes.

9. Click on the first link to begin the session. Each step will load into a frame on the right.

10. Quizzes are automatically graded by D2L. If you would like a record of your grade for your own records or a professor, print it out.

**Plagiarism Quiz**

Students in Core 101, 102, or 103 using this LibGuide as a module should log in to D2L to take the graded quiz.

If you want to take a self-graded quiz to assess your plagiarism knowledge, click here to take Indiana University's Plagiarism Quiz.

Click Here to Take the Quiz  
http://libguides.radford.edu/plagiarismworkshop09

**What If Plagiarism Happens?**

Sooner or later you will have a project that you suspect is plagiarized. The cue is that the writing is much more sophisticated than the student, or any sophomore can produce. Or perhaps the topic has changed at the very last minute to one wildly different from what the student had been working with. The first step is often to Google a few sentences from the text. Very often the plagiarism will be revealed in just a few hits. The faculty in the Core Curriculum take blatant plagiarism very seriously, believing that all cases with sufficient supporting evidence should be taken forward. It is not in the student's best interest, or that of the faculty member, to let it slide by. Bear in mind though that there can be an important distinction between blatant, intentional plagiarism and sloppy source use by a student who misunderstands proper citation use.
The Academic Integrity Case Consultant for the Core Curriculum Is:
Dr. Tod Burke
Associate Dean
College of Humanities and Behavioral Sciences
Russell Hall 133
(540) 831-5149
tburke@radford.edu

Academic Integrity Information for Faculty Is Available at:
http://www.radford.edu/content/student-affairs/home/dean-of-students/academic-integrity.html

If Academic Dishonesty Is Suspected (information from the above website):
Odds are most faculty members will have to interact with a student who has committed an academically dishonest act at some point during their career. The information offered here was designed to provide answers for Radford University faculty members and guide them through the process of resolving the matter.

What to do if you suspect academic dishonesty

1. If you feel that a student may have done something dishonest the first step is talking with the student. Often times students will be honest and up front with you. The student may present an explanation that you feel is acceptable and no further attention is needed. Several guidelines have been developed to help start and manage the conversation and may be accessed by clicking here.

2. If the student's actions warrant further attention then you have three options:
   - Verbal warning - this is used when an incident is considered to be extremely minor. A verbal warning may result in an education task (i.e., attend honor code seminar, repeat assignment) but may not result in a grade penalty.
   - Written warning - this warning is used in incidences that are considered quite minor. A written warning may result in an educational task (i.e., attend honor code seminar, repeat assignment) but may not result in a grade penalty.
   - Filing judicial charges - the filing of judicial charges is used when the incident warrants a substantial response from the university.

If you plan on using any of the options above to resolve the matter you must contact either your Academic Integrity Case Consultant or the Dean of Students Office. The Case Consultant or the Dean of Students Office will check to see if the student has a prior record that is severe enough that another action may result in suspension. If so, then you will be asked to forward the information to the Dean of Students Office for resolution. You will be consulted and kept informed by the Dean of Students Office throughout the progress of the case.
3. If the students suspected action would not lead toward suspension then you will receive a Conduct Charge form and Case Resolution form from either your Case Consultant or the Dean of Students Office.

4. After completing the charge form you will need to schedule a meeting to discuss the matter further with the student. Guidelines are available to help start and manage this conversation.

5. You will give the pink copy of the Conduct Charge form to the student.

6. The student may request up to 48 hours to decide if they would like to accept responsibility for the action or not accept responsibility. If a student does not accept responsibility for the charge then a Conduct Hearing will occur to determine the outcome of the case.

7. If the student accepts responsibility then the faculty member will assign sanctions for the violation. The sanction may include:

   - A period of disciplinary probation - disciplinary probation is intended to serve as a period of reflection that encourages the student to be more mindful of the way they interact in our community, and also serves as an official warning that further action will lead to more severe sanctions. The term for disciplinary probation may not exceed 32 weeks of enrollment. The Dean of Students Office suggests that a reasonable amount of time is between 16 and 24 weeks.

   - Attendance of the Honor Code Seminar - the honor code seminar is a three hour class that informs students about the honor code and its importance and also encourages students to be reflective and prudent in their decision making. Attendance of the Honor Code Seminar is mandatory for all honor code violations.

   - Grade Penalty - the Dean of Students Office encourages you to consider giving any student who has committed an act of academic dishonesty an "F" in the course. However, you may feel that an "F" is not warranted and instead chose to lower a students grade or give them no grade penalty.

   - Educational Task - educational tasks can include any number of items from writing a reflective paper on ethics to community service.

After assigning sanctions and discussing the sanctions with the student, provide them with the pink copy of the form. Forward the Notice of Conduct Charge, the Case Resolution, and any supporting documentation to the Dean of Students Office for retention.

8. If the student accepts responsibility for a charge(s) but does not agree with the sanctions assigned by the faculty member, the student may request that a member of the Dean of Students Office review the sanctions for appropriateness. The student must make this request in writing within 48 hours of being notified of their sanctions.

9. If the student does not accept responsibility for the charges then please forward the Notice of Conduct Charge, the Case Resolution, and all supporting documentation to the Dean of Students Office. You will be contacted by the Dean of Students Office concerning the scheduling of a Conduct Hearing.

If at any point you need assistance please feel free to contact the Dean of Students Office at 540-831-5321.
Holding Students Accountable

Attendance and Late Work From the Undergraduate Catalog (pp. 48-49 in 2011-2012 edition)

Class Attendance

All students are expected to be officially registered and to attend classes on a regular basis. No absences of any nature will be construed as relieving the student from responsibility for the completion of all work assigned by the instructor.

A student registering late for a class will be responsible for all work assigned and material covered during the class sessions missed due to the late registration.

The first class meeting of an evening class, which meets one night per week for 14 weeks, represents about seven percent of the total class time; this first meeting is a regular class.

If students wait until the second class meeting to enroll, the class could be cancelled due to inadequate enrollment at the first class meeting.

During the first week of each course, the instructor shall inform students of the attendance policies for the course. Class attendance policies are determined by the instructor and should allow for a reasonable number of absences which are required due to documented official university-sponsored activities, health problems, other emergencies and a student’s religious holidays (which must be reported by the student during the first week of class). It is the student’s responsibility to make acceptable arrangements with the instructor to complete work missed during the student’s absence from class.

Official university-sponsored activities include, but are not limited to, those events which students attend as official delegates funded by the university or in which they represent a university-funded, all-campus organization, intercollegiate athletic team or performing group and academic course-related field trips in which participation is mandatory as approved by the appropriate academic dean. Students who have questions concerning the interpretation of the
class attendance policy should ask the department chairperson or academic dean.

Class Absence Notices

Faculty and students are encouraged to deal directly with one another concerning all student absences. At the request of the professor or the student, the Dean of Students Office will issue absence notices to faculty only under the following circumstances:

1. When the student expects to be away from the university for a week or more of classes and the student is unable to make contact with his/her professors.

2. When the student is dealing with a significantly traumatic situation which the student is unable or reluctant to discuss with his/her professors.

3. When the student will be absent from classes due to his/her participation in official university-sponsored activities (e.g., conferences attended as an official delegate funded by the university or in which the student represents a university-funded all-campus organization, conduct hearings, special meetings with the Board of Visitors or other dignitaries). Notices may be issued by other offices concerning absences of students participating in intercollegiate athletic teams, performing groups and academic course-related field trips in which participation is mandatory, as approved by the appropriate academic dean.

The Student Health Center will issue absence notices to students only if it is evident to the clinical provider that the student should not be in class due to illness. No generic ‘seen and treated’ notes will be issued to students. In all other circumstances, students should communicate directly with their professors about their absences from class for reasons of illness or other reasons for which they are requesting special consideration.

NOTE: When the Student Health Center or the Dean of Students Office agrees to issue absence notices to students or faculty, these notes do not excuse the absence, nor do they guarantee the student will be permitted to make
From the *Teaching and Research Faculty Handbook* (Section 2.8, page 50):

Faculty members will inform students, orally and in writing, of their course requirements, attendance, and grading policies during the first week of the semester. Students must be provided the opportunity to examine and discuss with their professor written examinations and other materials used in the grading process.”

**Developing Attendance and Late Work Policies:**

When developing attendance and late work policies, factors to consider include (but are not limited to):

- How many absences may a student have without penalty?
- What is the penalty for additional absences?
- Will you distinguish between “excused” and “unexcused” absences?
- If so, what differentiates an “excused” versus “unexcused” absence?
- How will late work be handled? Does it vary by assignment? Does it vary depending on the nature of the absence?
- How will missed work be handled? Does it vary by assignment? Does it vary depending on the nature of the absence?

Regardless of what policies you establish, they should be very clearly described in the syllabus.

**Getting students to keep up with the reading**

One of the most frustrating but necessary aspects of teaching Core 201 and 202 is making sure that students read. The reading log is one component of the course that encourages students to keep up with the reading. Many faculty in the program use the reading log a variety of way. Below is Guy Axtell's Reading Log assignment.

**Guy Axtell's 201/202 Reader's Log Assignments**

*General Instructions and Notes:* Each student is to submit 14 out of the short assigned 20 Reading Logs, below. Each Log entry should be between 190-230 words in length unless the specific assignment below states a higher allowable work limit. Please get in the habit of including “Word count: ___” above or below your entry. *More isn’t better:* We’ll keep these entries short in order to work on expressing our thoughts in crisp, concise prose. With short entries, there is no excuse not to carefully proof-read everything that you submit for grading.

You may do up to 3 additional log assignments beyond the required 14, and at semester’s end I will delete your 3 lowest scores.
RL #x IS REQUIRED OF ALL STUDENTS, so count that in your thinking about how many you need to complete (it’s an “abstract” we’ll all write for our research papers). All entries are due by submission into the Dropbox in our course D2L before our 12:30 PM class start (except #20, an online “game” result that you can just turn in as hardcopy in class that day). You’ll need to submit these as attachments of a Word processing file (Word or other); please do not just cut your response into the comments box.

I try to provide a variety of assignments, both for your topical interest and in order to help you develop different parts of our CT and communication skillset. But full credit entries should always include at least one brief direct quote from the relevant assigned reading. If possible, also please get in the habit of including your entry’s word count (example: “225 words”).

Late Work Policy: Automatic 2-point deduction for a late reading log submission. Please do not miss a class in order to do a class assignment (a cardinal sin, from a teacher’s perspective). If submitted later than our class time of 12:30, then due to D2L limitations you will have to use the alternative “Late Work Submitted” drop box. Point deductions for late work will be automatic, so it is likely best to do 14 RL assignments on time, than to submit late work, but that option is yours.

<table>
<thead>
<tr>
<th>Reading Log Rubric</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct quotation (at least one) of the pertinent text(s) that the Reading Log prompt focuses upon.</td>
<td></td>
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<tr>
<td>Well-written text without wordiness and with no serious grammatical, punctuation, spelling or other problems. Thus the essay communicates well to its reader(s).</td>
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<tr>
<td>The response is concise, yet addresses all aspects of the prompt.</td>
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<tr>
<td>The response shows outstanding insight and thoughtfulness on the issues raised in the prompt.</td>
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<td><strong>Totals</strong></td>
<td><strong>9.5</strong></td>
<td><strong>8.5</strong></td>
<td><strong>7.5</strong></td>
<td><strong>6.5</strong></td>
<td><strong>0</strong></td>
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</tbody>
</table>

Examples of reading log assignments involving direct use of the Core Handbook (and Core A Outcomes):

(Textual analysis using the rhetorical triangle; Written Communication)

**Entry #1.** Select any one article [http://www.actionbioscience.org](http://www.actionbioscience.org) on a topic that especially interests you. After reading it carefully, properly introduce it in your entry, and then 1) identify and quote its main claim (its thesis), and 2) explain where the author displayed good/effective appeal to “ethos” as that is defined in the assigned sections of the Core Handbook (see esp. sections 102-1 thru 102-5).

#14. Provide a formal “outline” or “tree diagram,” of Reyes’ article “The Ethics of Biowarfare.” Use HB pg. 40-41 as your model for this assignment. Alternatively, you may choose to provide a formal “outline” or “tree diagram” of your own argument for or against human reproductive cloning, using reasons you can pull from the Debatepedia entry to support your position (i.e., your thesis).

(Critical thinking sections)

#2: Using HB section 201-9, “Informal Fallacies,” describe in some detail one or two fallacies (fallacious persuasive ploys) that you think are especially rife in political discourse, or in advertising.
#10. Be sure to read HB 201-3 thru 201-8 carefully on the difference between deductive and inductive reasoning. Then demonstrate recognitional ability by providing correct answers for any 18 of the 22 question in exercise 201-3.1 (p. 221-222) of the Handbook.

#20. I challenge you! Play my “Flow-Ting Arguments” Game online at http://www.radford.edu/citl/Flow-ting%20Arguments/LAUNCH%20GAME.swf

Play it on a printer-attached computer. When completed, the final screen shows your score (out of 50). Play the game as many times as needed to get a score of at least 48/50 (It will help a lot to first read the chapters on Inductive and Deductive arguments, of course!). PRINT that screen, write your name on it, and hand it in at the start of class for full credit on this assignment.

(Information technology)

#6. First visit http://creativecommons.org/about/ to read up about this advocacy group’s “Creative Commons” idea. Then write an entry in which you evaluate their approach as an alternative to the usual treatment of copyrights rules and restrictions (see also HB 323-333 to contrast what Creative Commons does with the ‘standard model’ of copyright). Does Creative Commons propose a useful and workable alternative? Explain why or why not. (You may take up to 300 words on this assignment).

#11. (Required of all students). Four complete APA references due, two scholarly ones fully annotated as per supplied model. See http://libguides.radford.edu/apastyle for expected APA reference style, Handbook section 201-11, and the formal four-sentence style that I will provide you examples of.

(Oral Communication/Speech preparation)

#16. Use the HB sections on psychographic analysis (especially 201-13, “Analyzing Your Audience”), together with your brief “interviews” of classmates, to compose a short reflection on how your knowledge of psychographics might improve your approach to making a short persuasive speech.

Examples of full-credit Reading Logs:

Some of Martin Luther King’s fellow Clergymen had called demonstrations that preceded the Birmingham march (in 1963) “untimely and unwise.” So in King’s “A Letter from Birmingham Jail” written after his arrest for instigating the march, he wants to state why these demonstrations had to happen if Southern Blacks were to make any progress in civil rights. He points out that Birmingham had the highest rate of segregation in the United States and that the city was making no serious efforts to change its “Jim Crow” laws. King then goes on to say that everyone who was going to participate in the demonstrations was trained how to act in a civil way by going through non-violent workshops.

Thus King both defends the right of all citizens to demonstrate, and helps other clergymen understand how these demonstrations were effecting real changes in the segregated, second-class status of Southern Blacks. He writes further that “Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue” (King, 14). I think this letter shows just how sincere a leader of the civil rights movement M.L. King was, yet also how committed he was to non-violent practices, despite the violence that he and other demonstrators themselves constantly endured. (217 words)

It is ironic and quite unsettling to realize that the behavior of U.S. soldiers in charge of prisoners at Abu Ghraib in Iraq closely resembled the behavior of randomly designated “guards” in the famous Stanford Prison Experiments, conducted by R. Zimbardo’s in 1971. These experiments showed just how abusive even an average student population could become when placed under extreme situational conditions.
As a result of these experiments and others like the more famous Milgram Experiments, many social psychologists assert the “situationist thesis”: “traditional personality of character traits like honest, kindness, or cowardice play less of a role in predicting and explaining behavior than do particular situational factors” (Nelkin, 1). I do not think, however, that accepting this claim implies that “character” is an illusion, as some situationists allege. By contrast, I agree with N. Rosenstand when she writes that, “We are not victims” either of the situation or of our own character, and that “if we let ourselves be victimized by our own unruly temperaments, then we are to blame” (Rosenstand, 372). Although situationist studies do challenge traditional views of the virtues (like “honesty”) as “robust” traits that will shine through no matter what the situation, it remains true that character “is also something that can and must be shaped” (372). (212 words)

Quizzes

Quizzes are another method for making sure students read and keep up with the course materials. These quizzes may be administered in class or on Desire2Learn. Once you have access to the Core Course resources on Desire2Learn, you will be able to obtain sample quizzes that have been created by other Core instructors.
Academic Policy Information

The following excerpts are drawn from the 2011-2012 Undergraduate Catalog. While there are other academic policies beyond those listed below, these are some of the more important ones to be familiar with, for course planning and administration.

Grading (p. 49):

**Grading System**

A  Excellent work
B  Work that is distinctly above average
C  Work of average quality
D  Work of below average quality; D is the lowest passing grade at the undergraduate level
F  Indicates failure and means the class must be taken again with a passing grade before credit is awarded
AU Indicates the student audited the course. See “Auditing Courses” below.
I  Work is incomplete. See “Incomplete Grades” on p. 50.
NR No grade was recorded by instructor (for temporary administrative use only)
ON Temporary grade awarded for classes that are not designed to be completed during the term of initial enrollment; used in some situations for Study Abroad, Internships, and other selected classes. See “Ongoing Courses” below.
P  Passed with satisfactory work of “C” or better. See “pass/fail grades” on p. 51.
W  Student withdrew, without penalty, from the course after schedule adjustment but before the end of the eighth week or 60 percent of the term. No credit was awarded.

Note: There is no “official” Radford University grading scale. While most faculty use a 10-point scale (90%=A, 80%=B, 70%=C, 60%=D), you are free to use any scale you wish.

Also, note that Radford University does not use the +/- system for final grades in undergraduate courses.

Incomplete Grades (p. 50):
Incomplete Grades

Occasionally, students are unable to complete course requirements because of circumstances beyond their control: e.g. a disabiling accident or illness, or a family-related issue that creates a clear hardship for the student and precludes the completion of final assignments or exams. At the discretion of the faculty member, a grade of “I” (Incomplete) may be assigned.

Incomplete grades are to be awarded only in those cases in which all but a small portion of the course work has been completed. Otherwise, the burden in completing unfinished assignments would be severe, and withdrawal from the course or the university is appropriate and recommended. Incompletes are also not to be awarded because students want or need additional time to complete assignments to avoid low grades, or so that students have time to do “extra credit” work to improve their grades. Prior to the time when the extenuating circumstances emerged, the student should have been making satisfactory progress in the class and not be in danger of earning a grade lower than “C.” Finally, A-F grades cannot be changed to incompletes after the term has ended; arrangements for incompletes must be made before the end of the term and prior to the awarding of final grades.

A written Course Completion Contract specifying the work to be completed and the deadline for its completion (no later than the last day of classes of the following semester) must be signed by the faculty member and the student. The “I” grade will automatically revert to “F” if it is not otherwise changed before the last day of classes of the next (Fall or Spring) semester. The Course Completion Contract must be filed in the office of the chairperson/director of the department/school in which the course is taught, with a copy submitted to the registrar along with the faculty member’s grade sheet.

Radford University will not award degrees to tentative graduates with “I” grades on their records. For a student to be considered a fall graduate, the “I” must be replaced with an A-F grade by the census date for the following spring semester; to be a spring graduate, by the census date for the following Summer II term; and to be a summer graduate, by the census date for the following fall.

Note: If you agree to issue an incomplete grade, you should discuss the terms with the student ahead of time. The Course Completion Contract is now online, and completed through the online grade entry system.

Grade Changes (p. 51):

Grade Changes/Corrections

Students who feel they received a grade in error should contact the appropriate faculty member. If the faculty confirms that an error has indeed been made, then the faculty member must process a grade change form and submit it to the Office of the Registrar no later than one year after the submission of the original grade (excluding Incompletes).
Note: Grade change forms are available from the Core Curriculum Director, and must be signed by both you and the Director prior to being submitted to the Registrar’s Office.

The following excerpts are drawn from the Teaching and Research Faculty Handbook. There are numerous other policies in the Handbook, but these are some of the most relevant for course planning and administration:

**Office Hours (p. 50, Section 2.6):**

Faculty members will provide regularly scheduled, posted office hours set by the individual instructor, subject to approval by the Department Chair or Program Director. Faculty members shall allocate a minimum of one hour of office hours for each three semester hours of scheduled teaching.

**Class Administration (p. 60, Section 2.8):**

Faculty should meet all classes at the time and place indicated in the schedule of classes unless approval to change has been granted in advance by the Department Chair or Program Director and the Dean.

…

Original works prepared at student expense must be made available to the student at the conclusion of the semester during which the work was submitted.

Student examinations, papers, projects, and other materials used in determining grades should be retained by the professor for at least one semester after the course is offered unless these materials are returned to the student.

**Faculty Evaluation Processes**

**Student Evaluation of Faculty**

The following passage is from Section 1.4.1.3 of the Teaching and Research Faculty Handbook, which outlines policies for the administration of student evaluations of faculty.

The schedules for administration of student evaluations are as follows.

a. **Tenured faculty:** The Personnel Committee shall administer student evaluations:
   - during the second semester that a tenured faculty member teaches a course, in all sections of that course
   - whenever the most recent evaluations for that course and instructor are more than five semesters old

b. **All other faculty:** student evaluations shall be conducted by the Personnel Committee in all courses, every semester.

c. **Adjunct faculty shall be evaluated in every course, including summer session.**
A copy of the student evaluation of faculty form is included in the appendix.

For full-time faculty, the faculty member’s department, using their protocols, coordinates the distribution and collection of student evaluations. However, if a department prefers for the student evaluations for Core Curriculum courses to be coordinated through the Core Curriculum office, we are happy to do so.

For adjunct faculty, evaluations for CORE-201 and CORE-202 are coordinated through the Core Curriculum office (note: if an adjunct faculty member teaches for another department in addition to the Core, that department will coordinate the evaluation process for its courses). Each semester, adjunct faculty are notified (generally through e-mail) how the student evaluations are to be administered and the timeline for doing so.

After the conclusion of a semester, the Core Curriculum Director will provide both full-time and adjunct faculty with copies of the student evaluations from their CORE-201 and CORE-202 courses.

**Faculty Evaluation**

Full-time faculty who teach CORE-201 and/or CORE-202 are evaluated following the annual evaluation processes outlined in section 1.4.1 of the *Teaching and Research Faculty Handbook*. This generally means that the chair of the department (or director of the school) in which the faculty member holds his or her teaching and research appointment prepares that faculty member’s evaluation. The Core Curriculum Director does not provide a separate evaluation and does not provide input into the faculty member’s annual evaluation.

Adjunct faculty who teach CORE-201 and/or CORE-202 are evaluated following the process outlined in Section 1.4.1.4.2 of the *Teaching and Research Faculty Handbook*, quoted below:

---

*The evaluation of part-time faculty shall occur at the end of the semester; based on responsibilities outlined in their letter of appointment. The Department Chair shall prepare a written evaluation of the part-time faculty member’s performance and send a copy to the faculty member. If the faculty member disagrees with the evaluation from the Department Chair, he or she may send a written statement of disagreement to the College Dean.*

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Each semester, the Core Curriculum Director prepares the written evaluation of adjunct faculty members teaching CORE-201 and CORE-202 (note: if an adjunct faculty member teaches for another department in addition to the Core, the chair of that department will prepare the end-of-semester evaluations pertaining to courses taught in that department).

In Spring 2012, Radford University adopted a new form to be used for the adjunct faculty evaluation process. A copy of the form is included in this package. As indicated on the form, much of the evaluation is based on the student evaluations, described above. However, adjunct faculty have the option of submitting supporting materials (e.g., syllabi, assignment sheets, participation in faculty development programs, statements of teaching philosophy, professional development or service activities, etc.) to the Core Curriculum Director for consideration in the evaluation, if they wish to do so.
Additional Campus Offices and Resources

Human Resources

http://www.radford.edu/content/human-resources/home.html
Calhoun Hall, 600 Tyler Avenue

Parking Services

http://www.radford.edu/content/it/home/business-services/parking.html  Heth Hall 152

Campus Bookstore

http://www.radford.bkstr.com  Dalton Hall

RU Express, ID Cards, and Meal Plans

http://www.radford.edu/content/it/home/business-services/ru-express.html  Heth Hall 152

Dean of Students

http://www.radford.edu/content/student-affairs/home/dean-of-students.html  Heth Hall 207

To Report Concerns about Student Behavior/Performance

http://www.radford.edu/content/student-affairs/home/student-health/counseling/dos.html

Center for Innovative Teaching and Learning (Training and Support for D2L, Other Instructional Technology, and Teaching Strategies)

http://www.radford.edu/content/CITL/home.html  Walker Hall 275

Technology Assistance Center (Help Desk)

http://www.radford.edu/content/it/home/it-support.html  Heth Hall 157

Technical Knowledge Base (“How To’s” for D2L and Other Instructional Technology)

https://php.radford.edu/~knowledge/lore/

Undergraduate Catalog

http://www.radford.edu/content/radfordcore/home/academics/courses-and-schedules/catalogs.html

Teaching and Research Faculty Handbook and Personnel Information Manual

http://www.radford.edu/content/provost/home/resources/policy-manuals.html

A copy of the textbook ordering form is available in the appendix, as are copies of the faculty evaluation form and the textbook order form.
Chapter 2 - Teaching in the Core

Integrating your theme into the course requirements

The Core courses are organized around the idea that students must learn certain skills to succeed in college, and that those skills are best taught when applied to ideas and knowledge. Your theme consists of the ideas and readings you want the students to think, research, speak and write about during the course. Some instructors have chosen popular culture themes, which can be particularly successful in Core 202, while others have chosen themes related to their own disciplinary backgrounds.

When choosing readings, you have several options. You can choose a more traditional anthology textbook that contains readings on a given topic, but you can also choose a single book that makes a sustained argument. Perhaps a novel raises issues you would like students to examine. You might also select, a set of articles available online, to which you can easily link. These readings can serve as material for the reading logs and textual analysis essay, as well as a jumping off point for the research project.

Scheduling the semester with a Scaffolding Approach

The semester functions most efficiently for both you and your students when your assignments work together to build towards final projects, a method known as scaffolding.

What is scaffolding? Scaffolding is temporary support or assistance provided to students so that they can complete a complex task or project. This technique builds the knowledge and skills needed for the students to stand on their own, similar to scaffolding on a building.

Scaffolding breaks down a course project into components of the process, each of which is collected and graded. By putting more focus on the process, the student learns how to successfully complete the final artifact.

At the university level, scaffolding often involves having multiple assignments culminate in a final project.

Is scaffolding effective? Very. The education research shows that scaffolding helps prevent procrastination, increases student time spent on projects, alerts professors to students who are struggling with the process, and ultimately leads to better products.

The following semester schedules were constructed with scaffolding in mind. Notice that certain assignments, such as reading logs and annotations were scheduled on a regular basis. Also notice how reading assignments, including those from the Core Handbook are handled. Included in the schedule are days set aside for individual conferences with students.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Introduction to course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/31</td>
<td>Project 1; APA</td>
<td>HB – pp. 444-456</td>
<td>quiz on syllabus</td>
</tr>
<tr>
<td></td>
<td>9/2</td>
<td>The Last Lecture; Desire2Learn (bring your laptop to class)</td>
<td>Pausch</td>
<td>TLL essay</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Ready for college</td>
<td>Nathan, ch. 1; <a href="#">Framework for Success</a></td>
<td>Reading log #1</td>
</tr>
<tr>
<td></td>
<td>9/7</td>
<td>Argumentation; Analyzing Audiences</td>
<td>HB – pp. 211-216</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/9</td>
<td>Deduction and Induction</td>
<td>HB – pp. 217-228</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>Dr. Minner's First lecture</td>
<td>Nathan, ch. 2; <a href="#">Minner</a></td>
<td>Reading log #2</td>
</tr>
<tr>
<td></td>
<td>9/14</td>
<td>Evaluating statistical evidence</td>
<td>HB – pp. 229-239</td>
<td>Audience Analysis #1</td>
</tr>
<tr>
<td></td>
<td>9/16</td>
<td>Analogies and causal arguments</td>
<td>HB – pp. 240-243</td>
<td></td>
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<tr>
<td>4</td>
<td>9/19</td>
<td>Academically Speaking</td>
<td>Nathan, ch. 5; <a href="#">Glenn</a></td>
<td>Reading log #3</td>
</tr>
<tr>
<td></td>
<td>9/21</td>
<td>Deduction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>9/23</td>
<td>Fallacies</td>
<td>HB – pp. 255-261</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>Managing College</td>
<td>Nathan, ch. 6; <a href="#">Glenn</a></td>
<td>Reading log #4</td>
</tr>
<tr>
<td></td>
<td>9/28</td>
<td>Plagiarism</td>
<td>HB – pp. 438-443</td>
<td></td>
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<tr>
<td></td>
<td>9/30</td>
<td>APA style – in depth</td>
<td>HB – pp. 444-456</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/3</td>
<td>Writing the Textual Analysis Essay</td>
<td>Nathan, ch. 7 and any chapter of your choice</td>
<td>Reading log #5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>not previously assigned</td>
<td></td>
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<tr>
<td></td>
<td>10/5</td>
<td>Speaker series - meet in Bonnie auditorium</td>
<td></td>
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<tr>
<td></td>
<td>10/7</td>
<td>Peer Review – bring copy to class</td>
<td></td>
<td>First draft due</td>
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<tr>
<td>7</td>
<td>10/10</td>
<td>Conferences</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10/12</td>
<td>Research Project</td>
<td></td>
<td>Audience Analysis #2</td>
</tr>
<tr>
<td></td>
<td>10/14</td>
<td>Choosing topics and planning research</td>
<td></td>
<td>Final draft due</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Search strategies &amp; types of sources</td>
<td>meet in Library Classroom B</td>
<td>Proposal due</td>
</tr>
<tr>
<td></td>
<td>10/19</td>
<td>Annotated Bibliographies</td>
<td>HB – pp. 267-271</td>
<td>Keywords due</td>
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<tr>
<td></td>
<td>10/21</td>
<td>Peer reviewed sources</td>
<td>HB – pp. 262-266</td>
<td>Annotation #1</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>Researching using library databases</td>
<td></td>
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<td></td>
<td>10/26</td>
<td>Persuasion</td>
<td>HB – pp. 272-284</td>
<td></td>
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<tr>
<td></td>
<td>10/28</td>
<td>Audience Analysis</td>
<td>HB – pp. 285-293</td>
<td>Annotation #2</td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>Researching -Bring your laptops</td>
<td></td>
<td>Audience Analysis #3</td>
</tr>
<tr>
<td></td>
<td>11/2</td>
<td>Public Speaking</td>
<td></td>
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<tr>
<td></td>
<td>11/4</td>
<td>Organizing speeches and essays</td>
<td></td>
<td>Annotation #3</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>Critiquing speeches</td>
<td>HB – pp. 294-298</td>
<td></td>
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<tr>
<td></td>
<td>11/9</td>
<td>Presentational Aids (What not to do with PowerPoint)</td>
<td>HB – pp. 299-313</td>
<td></td>
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<tr>
<td></td>
<td>11/11</td>
<td>The Last Lecture video; “Lessons”</td>
<td></td>
<td>Annotation #4</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>Intellectual property and copyright</td>
<td>HB – pp. 314-333</td>
<td></td>
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<tr>
<td></td>
<td>11/16</td>
<td>Conferences on research</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>11/18</td>
<td>Conferences on research</td>
<td></td>
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<tr>
<td>13</td>
<td>11/28</td>
<td>Speeches (powerpoint due at same time as speech)</td>
<td></td>
<td>Audience Analysis</td>
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<tr>
<td></td>
<td>11/30</td>
<td>Speeches</td>
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<tr>
<td></td>
<td>12/2</td>
<td>Speeches</td>
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Guy Axtell's Core 201 - Honors, Spring 2012

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues 1/17</td>
<td>Introductions</td>
<td>---None. Course overview: Sciences of the very large and small; Technologies of the present and future; Social studies of reason and persuasion</td>
<td></td>
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<tr>
<td></td>
<td>Thurs 1/19</td>
<td>E-L-P: The ethos, pathos and logos of argumentative discourse. Biomimicry introduction.</td>
<td>Visit <a href="http://www.actionbioscience.org/">http://www.actionbioscience.org/</a> and read one-article that especially interests you (see RL #1). HB Sections 101-14, 102-1 thru 102-5, (reading, interpreting, analyzing; STAR Method, Rhetorical Triangle)</td>
<td>RL #1 due; Textual Analysis Paper assigned</td>
</tr>
<tr>
<td>2</td>
<td>Tues 1/24</td>
<td>PERSUASION IN EVERYDAY LIFE;</td>
<td>Study HB 201-9 (Informal Fallacies)</td>
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<tr>
<td></td>
<td>Thurs 1/26</td>
<td>ROBOTICS: WHAT AWAITS? COMP()UTER OR SYNTHETIC “TELEPATHY”</td>
<td>HB 201-1; Go to TED conference site <a href="http://www.ted.com">www.ted.com</a> and choose and view one full speaker’s talk of your choice to analyze in terms of the rhetorical triangle. Also read Baker, “Rise of the Cyborgs” at <a href="http://discovermagazine.com/2008/0ct/26-rise-of-the-cyborgs">http://discovermagazine.com/2008/0ct/26-rise-of-the-cyborgs</a> For fun, also check out <a href="http://www.synthetictelepathy.net/">http://www.synthetictelepathy.net/</a></td>
<td>RL #3 due</td>
</tr>
<tr>
<td></td>
<td>Thurs 2/9</td>
<td>Biometrics and the Brain Fingerprinting controversy;</td>
<td>Read <a href="http://serendip.brynmawr.edu/exchange/node/6932">http://serendip.brynmawr.edu/exchange/node/6932</a> on “brain fingerprinting”</td>
<td>RL #7 due</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due Date</td>
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<tr>
<td>6</td>
<td>Tues</td>
<td>Science policy, expertise, and democratic participation</td>
<td>Read “Risk and Public Policy” <a href="http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html">http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html</a> ; also handouts: Shrader-Frechette, and “Technorealism”; Check out the ‘science’ of sex/love &amp; romantic matching, read <a href="http://sciencefocus.com/feature/science-online-dating">http://sciencefocus.com/feature/science-online-dating</a></td>
<td>RL #9 due</td>
</tr>
<tr>
<td>7</td>
<td>Tues</td>
<td>Social networking</td>
<td>Read HB 201-16 &amp; 201-17 (Property, copyright law and the concept of fair use) Also read up about the “creative commons” organization at <a href="http://creativecommons.org/about/">http://creativecommons.org/about/</a> And “Should I befriend my boss on Facebook?” <a href="http://www.bbcfocusmagazine.com/feature/tech/should-i-befriend-my-boss-facebook">http://www.bbcfocusmagazine.com/feature/tech/should-i-befriend-my-boss-facebook</a></td>
<td>RL #11 due</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>From information literacy to literacy</td>
<td>HB 201-10 &amp; 201-11; [Evaluating Sources; the popular-scholarly source distinction; Annotated Bibliography] Also review HB 102-7 &amp; 102-8 (Research Paper &amp; Developing a Research Plan) before completing your Research Guide.</td>
<td>Meet at Library (Res. Guide due)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>3/3-3/11 Spring Break Week</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Tues</td>
<td>Sources of flawed thinking about risk</td>
<td>Read <a href="http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html">http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html</a> (and Rescher handout); D2L Adam Bly, Science as Culture (excerpt 1)</td>
<td>RL #12 due</td>
</tr>
<tr>
<td>10</td>
<td>Tues</td>
<td>Medical advances &amp; Biosciences; bioweapons</td>
<td>Read 1) “Growing Organs” <a href="http://www.hplusmagazine.com/articles/bio/print-your-">http://www.hplusmagazine.com/articles/bio/print-your-</a></td>
<td>RL #14</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings</td>
<td>Due Date</td>
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</table>
| Thurs 3/22  | Human cloning and Transgenic animals          | 1) “Pharmland” http://www.cosmosmagazine.com/features/print/5112/pharmland  
2) “The Ethics of Biowarfare” http://www.actionbioscience.org/newfrontiers/reyes.html | RL #15    |
| Thurs 3/29  | Reasoning from evidence                      | HB 201-3 thru 201-8 (Induction: generating generalizations, analogies, statistics and causal arguments) | RL #17    |
| 12          | Tues April 3 Persuasion & Public Speaking “Thesis Workshop” | HB 201-12 thru 201-15 (Oral Communication, audience demo/psychographics; speech outline and organization).  
Read about “Risk Communication” at http://www.soc.iastate.edu/sapp/soc415RiskCom.html | RL #18; Persuasive Speech assignment given |
| Thurs 4/5   | Evaluating arguments                         | Just review 201-3 (Deductive Reasoning)--Come prepared: we’ll have a team-oriented “logical reasoning” challenge! | Research Paper Draft due |
| 13          | Tues 4/10 No class; student conferences       |                                                                                             | RL #19    |
| Thurs 4/12  | No class; student conferences                |                                                                                             |          |
| Thurs 4/19  | Speeches & Peer Evaluations                  |                                                                                             |          |
| 15          | Tues 4/24 Speeches & Peer Evaluations        |                                                                                             |          |
| Thurs 4/26  | Speeches & Peer Evaluations                  |                                                                                             |          |
| 16          | 4/30-5/3 No final exam                      | Just keep our schedule exam time of 12:30 p.m. Monday, April 30 open to meet briefly.     | Research Paper due |
Chapter 3 - Critical Thinking in Core 201

Many Core 201 instructors find the critical thinking component of Core 201 to be the one that causes them the most concern. Start by reading the Core Handbook in order to understand what the students are being asked to learn. Then start playing with the various activities other instructors have discovered or developed to help students learn this material. The Core sequence takes a rhetorical approach to argument. Aristotle defined rhetoric as the art of persuasion, or "the faculty of observing in any given case the available means of persuasion." In other words, its primary sense is that of the art of finding the best way to persuade a particular audience in a particular situation. Currently, the word "rhetoric" often has a pejorative connotation as argumentation purposefully relying on fallacious reasoning. But we are using it in the Aristotelian sense: as a logical argument (logos) that takes into account the values, attitudes, beliefs and behaviors of the audience (pathos) and the credibility of the arguer (ethos).

A basis of rhetorical theory, Art of Rhetoric identifies three appeals that can be used to persuade one’s audience: an appeal to **ethos** (to establish the speaker’s character and values); an appeal to **pathos** (to stir emotions); and an appeal to **logos** (to show the audience the logic and truth of the argument).

*Ethos* and *Pathos* work with logical and evidential reasoning to enhance the overall persuasive appeal of one’s argument.

- **ETHOS** = CREDIBILITY/AUTHORITY of the speaker/author and his/her sources of information; well-documented sources of evidence and opinion;
- **PATHOS** = EMOTION/VALUES = Appeal to needs, values, and attitudes shared by audience; utilization of the emotional power of language where appropriate.
- **LOGOS** = LOGICAL REASONING= Soundness of facts, evidence, statistics, and patterns of reasoning pertinent to one’s subject; awareness of the kind of argument being made and the intellectual standards that govern it.

However, each of these areas can become distorted in a poorly or manipulatively constructed argument, leading to fallacies. These distortions include:

- **LOGOS**: If you place too much emphasis on formal or abstract points, you can fall into a kind of distortion: making the subject seem cold and abstract, or missing the forest through the trees.
- **PATHOS**: If you lean too much toward the audience’s emotions (hopes, fears), you can start to create propaganda.
- **ETHOS**: And if you put too much emphasis on your own knowledge or experience, you may lose your audience by seeming egotistical.

The Core Handbook in both the Core 102 and 201 sections organizes fallacies according to the ways they distort ethos, pathos, or logos.

One method for evaluating logos in an argument is the STAR method:
**Sufficiency**-Is there enough evidence provided to support the conclusion?

**Typicality**-Are the presented data representative?

**Accuracy**-Are the presented data accurate/up to date?

**Relevance**-Are the data directly relevant to the claim they are used to support?

Another method is the Toulmin method developed by Stephen Toulmin, a legal philosopher:

- **Claim**: Main point or central message; thesis statement
- **Support**: Data, evidence, reasons, details
- **Warrant**: Often are underlying assumptions implied but not stated (the enythmeme). Reader infers assumptions.

Warrants are based on:

- **Authority**: respect for credibility and trustworthiness of source
- **Substance**: reliability of facts and evidence
- **Motivation**: values and beliefs of audience and writer

**INSTRUCTORS’ ANSWER KEY**

**201-1 A FEW IMPORTANT TERMS IN ARGUMENTATION**

Taken from *Critical Thinking: Consider the Verdict*, Fifth Edition, Bruce N. Waller

This is essential introductory material. It's basic vanilla, but if students fail to master the concepts and terms, they are likely to struggle the rest of the semester. The idea of a valid argument -- and especially the idea that an argument can be valid and still be bad -- often proves difficult. The distinction between valid and sound seems to be pivotal: once they recognize that difference, the notion of validity is not quite so vexing.

This material can be boring, but it's also a great opportunity for fun. There is almost no limit to the silliness that can be served up in the practice of picking out statements and conclusions, and distinguishing between valid and invalid arguments. Local examples are appealing, and silly examples are often useful in making clear just how bad an argument can be and still be valid.

**Exercise 201-1.1**

1. Not a statement.
2. Statement.
3. Not a statement.
5. Statement. (A silly statement, but still a statement.)
7. Statement.
8. Not a statement.
10. Statement.
11. Not a statement.
13. Statement. (This politician may in fact hope precisely the opposite: he is in the pocket of some major industrial polluters, and firmly hopes that he can block every effort to reduce pollution. Another example: "I love you." Sadly, that can be a false statement.)
15. Statement.
17. Not a statement.
18. Not a statement.
22. Not a statement.
23. Not a statement.
25. Not a statement.
27. Not a statement.
29. Statement.
30. Statement.
31. Not a statement.
32. Statement.
33. Not a statement.
34. Statement.
35. Not a statement.
36. Statement.
37. Not a statement.
38. Statement.
40. Statement.
41. Statement.
42. Statement.
43. Not a statement.
44. Statement.

Exercise 201-1.2
1. Argument; the conclusion is: there are mice on the moon.
2. Not an argument.
3. Not an argument.
4. Argument (not a very good argument, but an argument); the conclusion is: Wheaties is a nutritious cereal.
5. Not an argument.
7. Argument; the New York Mets will win the World Series.
8. Argument; the team with the best pitching staff wins the World Series.
10. Not an argument.
11. Argument.
12. Argument; I shouldn’t have to pay this bill.
14. Not an argument; an explanation, but as it stands it is not really an argument.
15. Not an argument.
17. Argument.
18. Argument.
19. Argument.
20. Argument.

201-2 Deductive and Inductive Arguments

This is a chapter students almost always enjoy. Perhaps it's because they have some of the terminology behind them, and they are finally plunging into some serious arguments. The key for students in this chapter is to form the habit of looking for the exact conclusion. Distinguishing the conclusion of the prosecution argument from the conclusion of the defense argument is good practice, and a good reminder of the importance of determining the precise conclusion.

After a few book exercises, students usually find it more interesting to examine current arguments. Have everyone bring in a copy of the local newspaper -- or the student newspaper -- and then work in groups on stating the exact conclusions of editorials, letters to the editor, and columns. (Of course, students should be aware that in such material the conclusion is sometimes vague, and that one letter to the editor may argue for several different conclusions, and larger arguments may contain several subarguments. You may wish to do some preliminary discussion of subarguments at this point, or you may defer that by asking students to concentrate on the overall or major conclusion.)

201-3 Deduction, Validity, and Soundness

Exercise 201-3.1

1. Deductive argument. Ralph is not a licensed physician in the U.S.
2. Not an argument.
3. Inductive argument: Ralph is probably a medical school graduate.
4. Not an argument.
5. Inductive argument.
6. Deductive argument: We should set 18 as the legal age for purchase of alcoholic beverages.
7. Inductive argument. The team with the best pitching staff wins the World Series.
8. Deductive argument. The St. Louis Cardinals have the best pitching.
9. Deductive argument. We should vote not guilty.
10. Deductive argument. Smith was lying.
11. Inductive argument. Most of the registered voters in Ohio are opposed to legalizing concealed weapons.
12. Not an argument.
13. Inductive argument. Mighty Casey will strike out.
15. Not an argument.
16. Inductive argument. The Toronto Blue Jays will win the World Series.
17. Deductive argument. Joan Jakobovitz has a right to vote.
18. Not an argument.
19. Inductive argument. If you attend every class, you will pass.
20. Deductive argument. Selena Skowron is not guilty.
21. Deductive argument. Alice Andrews has a right to use the library.
22. Inductive argument. Bruce will be late for class.

In Class Activity or Exam Questions

For each of the following, tell:

- Whether or not it is an argument.
- If it is an argument, tell:
  - What the conclusion is.
  - Whether the argument is deductive or inductive.

  a. In the last five World Series, the team that is at home for the first game has won the series. Therefore, the Toronto Blue Jays are a good bet to win this World Series, since they are the home team for the first game.

  b. When hitting a baseball, you should start with your back elbow up; then swing down. Keep your back foot stationary, and don't lunge at the ball, and be sure to follow through with your swing. And above all: keep your eye on the ball.

  c. If the defendant has a good alibi, then there is reasonable doubt of her guilt. And if there is reasonable doubt of her guilt, then we should find her not guilty. So we should find the defendant not guilty, since she certainly has a very good alibi.

  d. Last year the team with the youngest players won the Super Bowl, and the year before, the team with the youngest players won the Super Bowl, and also the year before that. In fact, the team with the youngest players has won the Super Bowl nine out of the last ten years. So Dallas will probably win the Super Bowl this year, since Dallas is the team with the youngest players.
e. If the defendant was in California on the morning of July 1, then she could not have robbed the Mahoning National Bank that afternoon. So the defendant must not have robbed the Mahoning National Bank the afternoon of July 1, since it is certainly well established that she was indeed in California on the morning of July 1.

f. When you are cooking New Orleans Cajun-style food, you should be sure to use plenty of black pepper, as well as lots of tabasco sauce. Also, be sure to use wine in your cooking -- red wine is best -- and it's not a bad idea to drink a couple of glasses yourself while you cook.

g. All philosophers are rich and good-looking. Bruce is neither rich nor good-looking. Therefore, Bruce is not a philosopher.

h. Last year the first daffodils of the season bloomed in April, and the year before, the first daffodils also bloomed in April, and also the year before that. In fact, the first daffodils have bloomed in April every year since 1978. So the first daffodils will probably bloom in April this year.

i. If tuition increases, then more students will take out loans. So more students will be taking out loans, since tuition will certainly increase.

j. Course requirements for this course include three exams and two term papers. You must pass at least two of the three exams in order to pass the course, and you must make a B or better on both papers in order to make a B (or better) in the course.

k. Mighty Casey will almost certainly strike out. After all, the bases are loaded, and Mighty Casey struck out the last time he batted with the bases loaded; he struck out the time before when he batted with the bases loaded. In fact, the two times before that he struck out when the bases were loaded.

l. If the bases are loaded, then Mighty Casey will strike out. The bases are loaded. So Mighty Casey will strike out.

m. Either the Chicago Cubs or the New York Mets will win the World Series. The New York Mets obviously will not win the series, since they have had lots of injuries, and their pitching and fielding have both been weak. So the Chicago Cubs will win the World Series.

n. Look, I know that some people are now making claims that there really is genuine evidence of extraterrestrials visiting Earth. But last year a guy claimed to have evidence of extraterrestrials, and it turned out to be a fraud. The same thing happened the year before, as well as in each of the three years before that: all of the supposed "evidence" was actually fake. So this new "evidence" of extraterrestrials is probably also fake.

o. In order to keep your blood pressure down, it is very important to eat plenty of fruits and vegetables and whole grains. Also, get plenty of exercise. Finally, avoid eating animal fats, and don't smoke.

p. All romantics are dreamers. So Phil must be a dreamer, because Phil is certainly a romantic.

q. When you are taking an exam, don't rush through it. Be sure to check every answer, and read every question carefully. It is also a good idea to get plenty of sleep the night before, and you should not eat a heavy meal shortly before the exam.
r. Last quarter there were 30 critical thinking students who attended almost every class, and 28 of them made an A or a B. During winter quarter, 18 students attended almost every class, and all of them made an A or a B. And during fall quarter, 26 students attended nearly every class, and 25 of them made an A or a B. So if you attend almost all the classes, you will probably do very well in critical thinking.
s. If you are good at critical thinking, then you’ll find true love. And you are good at critical thinking. So you’ll find true love.
t. We had a great camping trip. The weather was warm during the day and nice and cool during the evening, just right for a cozy campfire. The nights were so clear, you could almost reach out and touch the stars. And late at night, warm in our sleeping bags, you could hear loons calling on the lake, and hoot owls calling from deep in the woods. It was perfect.
u. North State University has raised tuition every year for the past 17 years, so North State will raise tuition next year.
v. Every university in the country will raise tuition next year, so North State will raise tuition next year.
w. It’s really tough to make ends meet: the price of gasoline is higher, textbook prices are ridiculous, my car needs a new transmission, my apartment rent is going up, my job hours have been cut, and North State is raising tuition again.

**Answer Key**

a. Argument, inductive; The Toronto Blue Jays are a good bet to win this World Series.
b. Not an argument
c. Argument, deductive; We should find the defendant not guilty.
d. Argument, inductive; Dallas will probably win the Super Bowl this year.
e. Argument, deductive; The defendant must not have robbed the Mahoning National Bank the afternoon of July 1.
f. Not an argument
g. Argument, deductive; Bruce is not a philosopher.
h. Argument, inductive; The first daffodils will probably bloom in April this year.
i. Argument, deductive; more students will be taking out loans.
j. Not an argument
k. Argument, inductive; Mighty Casey will almost certainly strike out.
l. Argument, deductive; Mighty Casey will strike out.
m. Argument, deductive; The Chicago Cubs will win the World Series.
n. Argument, inductive; The new evidence of extraterrestrials is probably fake.
o. Not an argument.
p. Argument, deductive; Phil must be a dreamer.
q. Not an argument
r. Argument, inductive; If you attend every class, you will do well in critical thinking.
s. Argument, deductive; you will find true love.
t. Not an argument
u. Argument, inductive; North State University will raise tuition next year.
v. Argument, deductive; North State University will raise tuition next year.
w. Not an argument

**Fallacy Jeopardy (with HB 201-1 through 201-3 & 201-9)**

<table>
<thead>
<tr>
<th>Pathos-related Fallacies</th>
<th>Ethos-related Fallacies</th>
<th>Logos-related Fallacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors and ploys of emotion-manipulation</td>
<td>Errors in regard to the authority or credibility of sources</td>
<td>Errors in regard to the relevance of one’s premises to one’s conclusion</td>
</tr>
<tr>
<td>• Argument to the People (Stirring Symbols)</td>
<td>• Appeal to False Authority</td>
<td>• Hasty Generalization</td>
</tr>
<tr>
<td>• Appeal to Ignorance</td>
<td>• Ad hominem (personal attack)</td>
<td>• Part for the Whole</td>
</tr>
<tr>
<td>• Appeal to Popularity (Bandwagon)</td>
<td>• Poisoning the Well</td>
<td>• Post Hoc, Ergo Propter Hoc (‘Post hoc fallacy’)</td>
</tr>
<tr>
<td>• Appeal to Pity</td>
<td>• Straw Man</td>
<td>• Begging the Question (Circular Reasoning)</td>
</tr>
<tr>
<td>• Red Herring</td>
<td></td>
<td>• False Dilemma (Either/Or; Black and White fallacy)</td>
</tr>
</tbody>
</table>

**Common Non-Arguments:**
- Explanations; Reports; Opinion statements; Conditional statements (‘If a then b’)

**Common argument types:**
- Deductive arguments (typically syllogisms of one kind or another)
- Inductive arguments (generalization; cause & effect reasoning; analogical reasoning)

**Evaluating Arguments:**
- *Valid* and *Invalid* deductive arguments
  - (Reject all *invalid* arguments: their premises don’t really entail their conclusion)
- Among Valid deductive arguments, *Sound* and *Unsound* ones
  - (reject all Unsound ones: those with one or more false premise). *Accept only Sound deductive arguments!!*
- Strong and Weak inductive arguments
  - (reject all Weak inductive arguments: their premises don’t really make their conclusion likely or probable)
- Among Strong inductive arguments, *Cogent* and *Uncogent* ones

**Parts of an Argument (HB 201-1)**

- Statements
- Premises and Conclusion
- Premise and Conclusion indicator terms

**Arguments vs. Non-arguments (HB 201-2 through 201-3)**

**Note to Instructors:** For preparing classes to play Fallacy Jeopardy for Core 201 (a powerpoint in Instructors D2L under Core201/helpful powerpoints. Guy Axtell (2011))
(reject all Uncogent ones: those with one or more false premise). *Accept only Cogent inductive arguments!!*

**Notes for instructors:**

- The *Fallacy Jeopardy* Game for Core 201 was designed to map closely onto the sections of the *HB* noted on the handout.
- If you don’t like any of the fallacy examples I provide, you can simply change them out and save your revised game on your own computer and/or course D2L.
- I could imagine different ways to use the handout—let me know what works best. One might 1) Give the handout the class session before playing the game together. Tell students they must study those sections carefully because you *won’t* let them have the handout in front of them.
- Simpler but probably less effectively, just let them have the handout as a ‘cheat sheet’ while playing.
- One could also give the handout and assign the game to be played individually (e-mail it to them or post it at your course D2L) and then give them a graded quiz of your own making on these sections the next class period.

Let me know how it works for you, and what improvements could be made! GA
The Textual Analysis Essay

The Textual Analysis Essay asks students to conduct a rhetorical and logical analysis of a reading, using their critical thinking skills. In the past instructors have handled this assignment in a variety of ways, not always successfully. Here is Guy Axtell's re-envisioning of the assignment:

The 201 Textual Analysis Paper (TAP)

Overview: This 4-5 page paper assignment provides overlap and reinforcement of principles of rhetoric and rhetorical critique as introduced in the Core Handbook 102-course readings, while also setting a stage for success in both the Persuasive Speech Assignment and the Researched Argument Paper. Having your students provide a detailed rhetorical critique of a course-related author or speaker should feed back into students’ thinking about what they need to do, as they prepare their own short persuasive speeches, in order to be deemed effective speakers by their audience; and having students study informal fallacies and learn some basic techniques for analyzing arguments should help them to construct fallacy-free and stronger arguments themselves in their Researched Argument Papers.

There are perhaps other ways than the “template” below to fit the TAP into your course while meeting the goals for this assignment in the official course syllabus. Not every Instructor chooses to do it early in the semester. But we have also developed this template and a Rubric that goes with it that can be utilized or ‘tweaked’ by 201 Instructors as they see fit.

A Recommended Template: The 201 Textual Analysis Paper (TAP) asks students to analyze arguments on a topic related to the course theme, utilizing “principles of logic and rhetoric” as laid out in the Core Handbook. “Overlap” and “reinforcement” are important to teaching for success with the goals of the Core. The TA assignment provides an opportunity to relate earlier discussions of “rhetorical critique” (102-5) and the “Rhetorical Triangle” (introduced 101-14, pg. 77) to some of the new topics in the 201 sections of the Handbook related to argumentation, and the recognition of “informal fallacies” in particular (102-2 thru 102-4 and 201-9). Thus a recommended ‘template’ for the TAP is something like the following:

• In this project the Instructor will first assign a course related text, not overly long, for students to study/analyze, or point them to an appropriate place to choose a text of their own. Only this “primary text” and the Handbook are needed; making this into a second research project is not recommended.

• Students are then asked to provide a rhetorical critique of this text, and of the effectiveness of its author in his/her persuasive purposes. In doing so students should directly use the Handbook to articulate and individuate these key principles of rhetoric — Appeal to Ethos, Appeal to Pathos, and Appeal to Logos — and afterwards defends their own evaluation of the author’s effectiveness on each measure by providing direct textual support.

• If the Instructor is choosing a text for students to focus on, then an appropriate text would be one in which the author clearly makes an Appeal to Ethos and an Appeal to Pathos, as well as having some reconstructable argument (Logos), rather than one lacking in one area or another (i.e., a ‘purely emotional’ piece, at one extreme, or a ‘dry’ academic argument that doesn’t try to engage
the intended audience’s values or emotions, at the other). The text may or may not contain
fallacious reasoning, but even if it does not, students should be able to articulate the differences
between appropriate and effective appeals to Ethos, Pathos, or Logos, from what 201-9 describes
as the “fallacies” of each.

- Establishing credibility (Ethos), engaging shared values and sentiments (Pathos), and avoiding
  fallacies in these regards help make an argument successful, but employing proper appeals to
  reason (Logos) is also crucial to the creation of a sound argument. If Handbook sections 101-2 or
  201-2-8 do not cover this material adequately, the Instructor might give students a more detailed
  (but still straightforward) “map” of their author’s argument (as modeled in 101-8) or evaluate the
  author’s argument with the “STAR method of argument analysis:

  - **Sufficiency**-Is there enough evidence provided to support the conclusion?
  - **Typicality**-Are the presented data representative?
  - **Accuracy**-Is there reason to doubt the accuracy of the presented evidence? Are sources of
evidence cited?
  - **Relevance**-Are the reasons and evidence provided directly relevant to the claim they are used to
  support.

Draft by G. Axtell

5/31/2012
Chapter 4 - Using Rubrics for Grading and Assessment

At the heart of both grading and program assessment is the need for everyone -- faculty, students, and other constituencies -- to understand what students are expected to learn over the course of the semester and to determine whether students have in fact learned what they have been taught. Under this philosophy, it is not enough for teachers to teach the material, but students must learn. A prime method for determining what students have learned is the rubric. The rubric describes in written form the skills or knowledge the students are to learn and then provides a scale on which to rank an individual student's competence at that skill or knowledge. Some rubrics are designed purely for program assessment, while others are designed by individual instructors as grading guides.

Information about Program Assessment

Program assessment is aimed at determining the effectiveness of a program like the Core Curriculum in teaching the skills and knowledge it is designed to teach. You will be asked to set up a Desire2Learn shell in order to collect electronic versions of the major assignments in the Core courses you teach. When these assignments are assessed, they will be chosen at random with identifying information removed. The plan is to determine the ability of the program to meet its goals; it is not to evaluate any individual instructor or student. The VALUE rubrics published by the Association of American Colleges and Universities are very useful examples of rubrics that are used for program assessment. Copies of these rubrics can be found in the Appendix.

For purposes of external accreditation and internal review, we are required to assess how well students in CORE-201 and CORE-202 demonstrate proficiency in the Core Curriculum learning outcomes. To that end, we need to collect samples of student work from all CORE-201 and CORE-202 sections for assessment purposes. It is important to note that this is not designed as an assessment of individual students or of you as an instructor. This is a program-level assessment of the broadest learning outcomes that the Core Curriculum is designed to meet (for CORE-prefix courses, these are Goals 1-4 in the document available at this link: http://core.asp.radford.edu/Learning_Outcomes.pdf).

After we collect the items described below, we will then select a random sample of student works in each category, which raters will evaluate using a rubric (these rubrics are still in development, pending a pilot test of the assessment process). Again, this is program-level assessment, and the process and results are not student-, instructor-, or class section-specific, so we are not asking you to do anything “differently” in any of your course assignments.

What we do need from you are the copies of student works, each semester. With apologies in advance for any addition to your workload that this may impose, here is what we need by the end of the semester:

From All CORE-201 Sections:

1. Electronic copies (e.g., Word or pdf files) of each student’s final (i.e., not draft) Researched Argument paper
2. Electronic copies (e.g., Word or pdf files) of each student’s final (i.e., not draft) Textual Analysis paper
3. For the Persuasive Speech assignment:
a. A very basic rubric (included in this set of materials), which we would like for you to complete as you listen to each student’s speech. This rubric will be pretty straightforward and is designed for program assessment purposes only, so it should not replace whatever means you will be using to assign a grade to the student. It should only take you a moment to complete when listening to a student’s speech.

b. If you video record student speeches, we would like a copy of the video recordings. If you were not already planning to video record student speeches, that’s fine – you are not required to do so.

From All CORE-202 Sections:

1. Electronic copies (e.g., Word or pdf files) of each student’s final (i.e., not draft) Textual Analysis paper

2. Electronic copies (e.g., PowerPoint files, Glogster or Prezi links or files, etc.) of each Multimedia Project (if this is done individually, then we need one file for each individual student; if this is done as part of a group project, then we need one file for the group)

3. For the Group Presentation:
   a. A very basic rubric (included in this set of materials), which we would like for you to complete as you listen to each group presentation. This rubric will be pretty straightforward and is designed for program assessment purposes only, so it should not replace whatever means you will be using to assign a grade for the assignment. It should only take you a moment to complete when listening to a group’s presentation.
   b. If you video record group presentations, we would like a copy of the video recordings. If you were not already planning to video record group presentations, that’s fine – you are not required to do so.

How to Submit Materials

Materials should be submitted electronically. You can prepare a CD/DVD; set up a time to stop by with a flash drive, from which the files may be downloaded; or you can save them on your computer, and we can set up a time to meet at which I can download them onto my media.

Please use the following example (tailored to your class schedule) for folder organization of the files:

CORE-201

Section 01
   Researched Argument
   Textual Analysis
   Videos of Speeches [if applicable]

Section 02
   Researched Argument
   Textual Analysis
   Videos of Speeches [if applicable]

CORE-202

Section 01
Textual Analysis
Multimedia Project
Videos of Group Presentations [if applicable]

Section 02
Textual Analysis
Multimedia Project
Videos of Group Presentations [if applicable]

Rubrics for the CORE-201 Persuasive Speech and CORE-202 Group Presentation can be submitted in paper form.

Thanks in advance for your assistance with the Core Curriculum program assessment.
### CORE 201 Persuasive Speech Assessment Rubric

<table>
<thead>
<tr>
<th>Audience</th>
<th>Communication strategies appropriate to audiences in interpersonal, small group and public speaking contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Speaker establishes his/her credibility, relies upon valid and complex (sophisticated) arguments, and appropriately appeals to emotion.</td>
</tr>
<tr>
<td>4</td>
<td>Speaker establishes his or her credibility, relies upon sound logic, and as appropriate appeals to emotion.</td>
</tr>
<tr>
<td>3</td>
<td>Student demonstrates two of the following strategies: Speaker establishes his/her credibility OR relies upon valid arguments OR appropriately appeals to emotion. (two aspects present).</td>
</tr>
<tr>
<td>2</td>
<td>Student demonstrates one of the following strategies: Speaker establishes his/her credibility OR relies upon valid arguments OR appropriately appeals to emotion.</td>
</tr>
<tr>
<td>1</td>
<td>Speaker does not establish his/her credibility or rely upon valid arguments or emotional appeal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Communication skills are demonstrated through effective organization of speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Signposts and summaries are used to help audience follow a clearly organized speech.</td>
</tr>
<tr>
<td>4</td>
<td>Speech is clearly organized.</td>
</tr>
<tr>
<td>3</td>
<td>Speech is adequately organized.</td>
</tr>
<tr>
<td>2</td>
<td>Speech is somewhat disorganized.</td>
</tr>
<tr>
<td>1</td>
<td>No sense of organization present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Communication skills are demonstrated through effective delivery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Speaker engages the audience by maintaining eye contact, using appropriate gestures, rate and pitch and speaking style.</td>
</tr>
<tr>
<td>4</td>
<td>Speaker’s delivery mostly engages the audience, but some elements are occasionally missing.</td>
</tr>
<tr>
<td>3</td>
<td>Speaker’s delivery is somewhat engaging, but several key elements may be missing.</td>
</tr>
<tr>
<td>2</td>
<td>Speaker’s delivery is lacks engagement although attempts are made to incorporate some elements.</td>
</tr>
<tr>
<td>1</td>
<td>Speaker’s delivery is not engaging and lacks integration of elements.</td>
</tr>
</tbody>
</table>
As instructors we also carry out our own forms of assessment through grading. Many of us find that grading rubrics and scoring sheets can be very helpful in managing the heavy grading load associated with Core courses. On page 42, you saw Guy Axtell's grading rubric for grading reading logs. If you plan to collect student work through Desire2Learn only, as Laurie Cubbison does, you can set up rubrics within the software that will transfer the rubric score to the gradebook. Laurie Cubbison will be happy to show you how to set up such rubrics, if you're interested. If you would like to use paper rubrics, here are some examples for various projects.

### Grading Student Writing

Grading student writing is challenging because it can be easy to become distracted from the content of the essay by punctuation, spelling, and grammar mistakes. When working with students’ written language, the instructor must take into account both style and correctness. Often poor style is mistaken for poor grammar, and so it’s necessary to distinguish between them. The key components in style are diction, tone, voice and syntax, and the goal is to develop the students’ ability to handle both in more sophisticated ways. The key components in working

---

<table>
<thead>
<tr>
<th>Evaluate and apply reasoning to everyday situations</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides adequate analysis of problematic situations and well-considered solutions</td>
<td>Provides in-depth analysis of problematic situations and proposes a specific solution</td>
<td>Recognizes ethically problematic situations and consider alternative solutions</td>
<td>Insufficiently recognizes the complexity of ethically problematic situations and possible solutions</td>
<td>Fails to recognize ethical situations or to apply reasoned solutions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze and evaluate ethical arguments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides thorough analysis and evaluation of ethical arguments and articulates the soundness of the argument</td>
<td>Provides adequate analysis and evaluation of ethical arguments and soundness of the argument</td>
<td>Recognizes ethical premises and the principles that support them</td>
<td>Inconsistently recognizes ethical premises and the principles that support them</td>
<td>Unable to identify ethical premises</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication skills are demonstrated through effective organization of speech</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signposts and summaries are used to help audience follow a clearly organized presentation</td>
<td>Presentation is clearly organized</td>
<td>Presentation is adequately organized</td>
<td>Presentation is somewhat disorganized</td>
<td>No sense of organization present</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication skills are demonstrated through effective delivery</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speakers engage the audience by maintaining eye contact, using appropriate gestures, rate and pitch and speaking style.</td>
<td>Speakers mostly engage the audience, but some elements of effective delivery are occasionally missing.</td>
<td>Speakers are somewhat engaged with the audience, but several key elements of effective delivery may be missing.</td>
<td>Speakers lack engagement although attempts are made to incorporate some elements of effective delivery.</td>
<td>Speakers are not engaging and lack incorporation of elements of effective delivery.</td>
<td></td>
</tr>
</tbody>
</table>
with correctness are grammar and transcription. Usage bridges style and correctness, and many instructors may think they are counting off for grammar when they are actually getting caught up in usage issues.

**Style**

Style consists of the particular language choices made by the writer (tone, diction, voice, syntax). A good style is characterized by the appropriate level of formality for the rhetorical situation and appropriate discourse roles for writer and reader. For instance, while it might be grammatical to write an academic paper using language readable by an audience of fifth graders, it would not be appropriate. An academic audience would think poorly of a writer who chose a style aimed at children. The best style would not only be appropriate but also elegant, even playful, in its use of vocabulary and sentence structure.

Many students have trouble developing a strong academic style. Some students are so afraid of making vocabulary and punctuation errors that they deliberately limit themselves to those words and sentence structures they feel most comfortable using, resulting in a style that may seem juvenile. Other students have a vision in their mind of what an academic style is – fancy words and complex sentence structures – but the words they use aren’t quite right to suit their meaning, and their sentences are muddled rather than sophisticated.

**Vocabulary**

Because many students don’t make a habit of reading recreationally, they often have poor vocabularies. Some students will cling to words they feel comfortable using, resulting in writing that seems too young for college students. Others will choose the correct root of the word they want, but choose a word ending which changes their meaning, i.e. using the word “racial” when they mean “racist”. Still others have been told by past teachers to vary their vocabularies and not to overuse their words, leading them to overuse the thesaurus instead, choosing synonyms with different connotations from the words they intended to use. So one of our goals must be to help students not only to increase their vocabularies but also to learn to use their words with precision.

**Usage**

Usage consists of those language choices that are more or less acceptable to most speakers and writers. Usage is always changing. What once was unacceptable may now be acceptable, and what once was acceptable may now be unacceptable. For instance, gendered language was once acceptable but is now considered discriminatory. Many rules that instructors were taught as strict grammar rules are in fact usage conventions that have changed. While you may have been taught never to split an infinitive or to end a sentence with a preposition, those rules are rooted in an 18th and 19th century attempt to make English grammar behave like Latin grammar, an effort that contemporary grammarians view as misguided.

That said, every instructor has his or her pet peeves. If one of your pet peeves is a rule that is under debate, it’s best to acknowledge that debate before you count off for it. For example, the use of “they”, “them” and “their” as singular, neutral pronouns is the subject of some debate among grammarians. Some of us insist that in writing these words should only be used to indicate plurals, while others of us insist that their use as singular pronouns should be
permitted. If you are like me and see this usage as an error, it’s only fair to warn students ahead of time before you penalize them for it.

**Standard Written English – grammar vs. transcription**

Few student writing mistakes are true grammar errors. Sometimes these mistakes are usage errors, violating some element of standard English usage conventions, but most of these mistakes are actually transcription errors. Transcription errors consist of spelling, homophone, and punctuation errors that indicate an interference of oral language in the student’s written language. These kinds of errors may indicate that the student is dyslexic or an infrequent reader. For instance, most sentence boundary errors are actually punctuation errors; the sentences would be grammatical if spoken aloud.

Some usage errors are actually indications of a non-standard English dialect -- consistent features of a particular dialect rather than an occasional error. When working with students with a non-standard dialect, you may need to address the practice of code-switching, the awareness of differences between dialects so that the appropriate dialect can be used in the appropriate situation.

Before the age of word processors and spell checking, spelling was one of the most common transcription errors, but it has since been replaced by the homophone or wrong word mistake. One way in which the homophone mistake occurs is when two words sound the same but are spelled differently. Either the student, or the student’s spellchecker, chooses the spelling for a word that is not the word intended. For instance, the words “their” and “there” sound the same. Students whose sense of language is dependent on sound rather than spelling are apt to choose the wrong word. A second way in which the homophone mistake occurs is when a student relies too heavily on a spellchecker. The word processing program identifies a misspelled word that is not in its dictionary and makes certain assumptions about which word was intended by the writer, assumptions that may not be correct. Thus, “defintly” becomes “defiantly” when “definitely” was the intended word. In fact, when I typed the previous sentence, MS Word auto-corrected “defintly” to “defiantly” automatically, and I had to step back and turn off the auto-correct for that word.

**Implications for Grading**

Instructors should understand what kinds of writing mistakes students are making. A smattering of different kinds of mistakes, mistakes made in some sentences but not others, reflects a poor proofreading effort on an essay. An essay with a large number of spelling and/or homophone mistakes, especially ones that seem to have been made by a spell-checker, can indicate dyslexia. A large number of comma errors can indicate a student who is unclear on punctuation usage. When grading, it’s useful to determine just what kinds of mistakes are being made and how they affect the readability of the essay.

The second rubric contains a table listing several types of common student mistakes, ranging from citation, punctuation and spelling to various grammar issues. Laurie Cubbison makes a slash mark for each type of error she finds in a given essay in order to fairly evaluate the correctness and style used in an essay. A sprinkling of different types of error will yield a
comment to proofread more carefully, while a large cluster of comma errors will be pointed out as an area for students to improve.

* The split infinitive here is an example of one of those rules that invalidly tried to impose Latin grammar onto the English language.

### Assessment Rubric for 201 Textual Analysis Paper

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual Analysis</td>
<td>Specific, insightful and developed analysis, with clear grasp of and application of rhetorical and logical principles, and STAR criterion.</td>
<td>Analysis is generally sound but could be more specific or insightful in some areas.</td>
<td>General and/or undeveloped analysis. Questionable grasp of rhetorical and logical principles.</td>
<td>Analysis is sparse and lacks insight. Little clear grasp of rhetorical and logical principles.</td>
<td>No relevant analysis and insightful observations made.</td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Quotations and other support information is directly relevant to analysis and supportive of the student’s evaluative thesis.</td>
<td>Support information has minor weaknesses relative to analysis and/or support of the thesis.</td>
<td>Support information has major weaknesses relative to analysis and/or support of the topic/subject.</td>
<td>An attempt has been made to add support information, but it was unrelated or confusing.</td>
<td>No support information found or irrelevant.</td>
</tr>
<tr>
<td>Focus &amp; organization</td>
<td>Maintains focus on support of thesis throughout response. Well-organized and has sound paragraph development &amp; transitions.</td>
<td>May exhibit minor lapses in focus on the support of the thesis. May exhibit questionable organization or paragraph transitions</td>
<td>May lose or may exhibit major lapses in focus on the support of the thesis. Exhibits lacks of clarity in organization or in paragraph transitions</td>
<td>May fail to establish a clear thesis, or to follow through in an organized way with the support of it. Inadequate attention to the directions for this assignment.</td>
<td>No sound analytical focus found.</td>
</tr>
<tr>
<td>Writing Fluency: Clear, Concise, Correct</td>
<td>Demonstrates skillful writing fluency, exhibits few or no mechanical errors. Diction (word choice) well-articulates one’s intended meaning.</td>
<td>Demonstrates reasonable writing fluency, exhibits few mechanical errors or problems communicating ideas.</td>
<td>Writing fluency is lacking, exhibits several mechanical errors or doesn’t convey intended meaning well.</td>
<td>Demonstrates minimal writing fluency, exhibits numerous mechanical errors.</td>
<td>Writing is not college-level--unreadable.</td>
</tr>
</tbody>
</table>
Textual Analysis Rubric – grading sheet

_____ Analysis (40 points)

a. Essay thoughtfully analyzes the claims being made and objectively discusses the viewpoints represented by the claims, examining the evidence provided to support the claims. It also accurately identifies inductive and deductive arguments, using appropriate terminology.
b. Essay analyzes the claims being made and demonstrates an effort to objectively discuss the viewpoints represented by the claims, examining the evidence provided to support the claims. It also may identify inductive and deductive arguments, using appropriate terminology.
c. Essay provides a superficial analysis of the claims being made and attempts to discuss the viewpoints represented by the claims. Inductive and deductive arguments may not be identified as such.
d. Essay barely analyzes the claims being made, with its analysis of the viewpoints demonstrating an unwillingness to examine multiple viewpoints objectively.
e. Essay addresses the topic of the arguments rather than analyzing the quality of the claims.

_____ Use of Sources (30 points)

a. The sources of information are introduced in the sentence, and quotations are reproduced accurately and punctuated correctly. Sources are documented correctly.
b. The sources of information are identified in the text, documented on the Works Cited page, and quotations are reproduced accurately and punctuated correctly for the most part.
c. The sources of information are identified in the text, but the quotations are reproduced inaccurately and punctuated incorrectly. The Works Cited page contains minor errors in documentation.
d. The sources of information are unclear due to mishandled identification in the text, and the quotations are reproduced inaccurately and punctuated incorrectly. The Works Cited Page contains significant errors in documentation.
e. Paper appears to have been plagiarized. Automatic failure for the entire project.(0 points for entire project)

_____ Organization (10 points)

a. A strong thesis guides the organization of the paper, which is effective for the type of paper being written. Paragraphs follow a logical sequence.
b. A good thesis organizes the paper, but paragraphs lack transitions.
c. The thesis is okay but very general. Paragraphs seem to follow a list. Statements mostly follow a logical sequence, but they would work better in a different order. Some large paragraphs would work better if divided.
d. The thesis is weak, and the organization seems jumbled. Statements seem to be made as they occur to the writer, without attention to coherent structure.
e. The paper is very disorganized and seems to lack a thesis. Writer rambles about the topic.

_____ Style (10 points)
a. The tone of the paper demonstrates fluency with academic prose.
b. The tone of the paper is appropriate for an academic audience.
c. The tone of the paper is generally appropriate for an academic audience, but with occasional lapses into informality.
d. The tone of the paper is too informal for an academic audience.
e. The language of the paper is extremely informal, incorporating linguistic markers that signal casual language, such as slang and conversational syntax.

_____ Proofreading (10 points)

a. Common mistakes do not appear in the paper.
b. A few common mistakes appear in the paper but do not greatly interfere with readability.
c. Several common mistakes appear in the paper and somewhat interfere with readability.
d. Several common mistakes appear in the paper and greatly interfere with readability.
e. Errors are so frequent that the paper is unreadable.

<table>
<thead>
<tr>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotation lead in/follow up</td>
</tr>
<tr>
<td>Quotation punctuation</td>
</tr>
<tr>
<td>Formatting titles</td>
</tr>
<tr>
<td>Wrong Words/spelling</td>
</tr>
<tr>
<td>Missing Words</td>
</tr>
<tr>
<td>Word usage</td>
</tr>
<tr>
<td>Comma splices</td>
</tr>
<tr>
<td>Comma + conjunction</td>
</tr>
<tr>
<td>Comma + dependent clause</td>
</tr>
<tr>
<td>Comma - other</td>
</tr>
<tr>
<td>Apostrophes</td>
</tr>
<tr>
<td>Punctuation - other</td>
</tr>
<tr>
<td>Capitalization</td>
</tr>
<tr>
<td>Confusion –word forms</td>
</tr>
<tr>
<td>Wrong verb form or tense</td>
</tr>
<tr>
<td>Singular/plural agreement</td>
</tr>
<tr>
<td>Unclear antecedent</td>
</tr>
<tr>
<td>There/This clauses</td>
</tr>
<tr>
<td>Dangling modifiers</td>
</tr>
<tr>
<td>unclear/awkward sentences</td>
</tr>
<tr>
<td>Sentences to be combined</td>
</tr>
<tr>
<td>Fragments</td>
</tr>
<tr>
<td>Fused sentences/run-ons</td>
</tr>
</tbody>
</table>

Rough draft grading sheet

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis and argument (logic, evidence, conclusion) (15 points)</td>
</tr>
<tr>
<td></td>
<td>Citation and documentation of sources (10 points)</td>
</tr>
<tr>
<td></td>
<td>Organization and focus (10 points)</td>
</tr>
<tr>
<td></td>
<td>Level of information provided (10 points)</td>
</tr>
<tr>
<td></td>
<td>Style and correctness (5 points)</td>
</tr>
<tr>
<td></td>
<td>Out of 50 points total</td>
</tr>
</tbody>
</table>
Laurie Cubbison adjusted her researched argument rubric to specify specific elements she wanted to see in students' citation and documentation, leading to a rubric more oriented toward a checklist, with the remaining ten points assigned to the grammar chart provided above:

### Analysis of Arguments in the Readings (40 points total)
- Essay expresses an opinion based on research, rather than providing an information dump without a claim or thesis.
- The argument is logical, and it does not include logical fallacies or poor reasoning.
- Conclusion contains a recommendation for action or appeal for similar opinion.
- Five of the minimum eight sources are scholarly.

### Use of sources (2 points per criterion, 20 points total)
- Sources fit the requirements of the assignment
- Accurate use of required citation style on the References or Works Cited page
- Sources are listed in alphabetical order on References or Works Cited page
- Accurate quotation of sources
- Correct punctuation/formatting of quotations
- Accurate in-text citations
- Titles are formatted correctly (appropriate use of underlining, italics, and quotation marks)
- Appropriate balance of paraphrase and quotation
- Quotations are integrated into the sentences and paragraphs in which they appear through the use of attribution tags and other strategies.
- Quotations illustrate the point the student wishes to make but do not substitute for the student's own stated point.

### Organization (2 points each, 10 points total)
- The introduction prompts the reader's interest, avoiding the pitfalls of vague opening statements and dictionary definitions.
- The thesis statement provides a sufficiently specific, but not too specific, claim to be supported by the rest of the essay.
- Paragraphs are placed in an appropriate, logical order.
- Transitional words and sentences are used to connect the ideas across paragraphs.
- The conclusion sums up the overall argument.

### Style (2 points per criteria, 10 points total)
- Very few sentences begin with “there are” or “this is”
- Syntax and vocabulary are neither too casual nor too formal for the assignment. Second person is avoided.
- Sentences are clear and not weighed down by wordiness.
- Sentences flow smoothly from one to the next.
- Words are used with an eye to both denotation and connotation.

### Manuscript format (10 points total)
- Essay has a title that expresses the thesis in a phrase
- Header lists student's name,
- instructor's name or course and section number
- date, and version of the essay
- Page numbers
- 12 point font,
- Times New Roman or similar font
- Double-spaced,
- No extra space between paragraphs
- standard 1-inch margins
The change from one format for the rubric to the other came from a desire to more closely reflect my expectations for student work. I (Laurie Cubbison) wanted to be able to distinguish between elements of documentation or organization that students did well, such as in-text citation, and those elements they did poorly, such as the proper formatting of different types of titles.

How to Write a Grading Rubric

When writing a grading rubric, you need to keep in mind the outcomes of the course and the course syllabus, asking yourself a series of questions. What does the university need the students to learn through their activity in the course? What elements of their work would prove that they can do what they need to learn to do? What are the elements of each individual assignment? What tasks do they need to perform? You also need to envision what an excellent example would look like compared to an average and a poor example. Sometimes, when you're working with an assignment for the very first time, you find it difficult to write the rubric until after you've seen what the students have produced. Other times you may find yourself revising the rubric as you're grading because the first draft missed aspects of the assignment you consider vital.

Once you have a rubric you plan to use for grading, distribute it to the students in the course. Students appreciate knowing how they'll be graded, and they will perceive the rubric as eliminating the subjectivity involved in grading written work. While it doesn't completely eliminate the subjectivity of grading, the rubric does enable you to be consistent from one student to the next and across different aspects of the same student's work. The rubric can allow you to recognize the strong ideas in an essay with weak punctuation as well as banality in an otherwise cleanly written essay.
Chapter 5 - Teaching the Core 201 Research Project

The major project of Core 201 is the researched argument project. This project is one in which scaffolding the various parts is especially important. It can be tempting to limit the amount of time one spends on the project during class and during the semester schedule, but this project takes quite a bit of time for both the instructor and the students. Be prepared to devote half the semester to the project. You will need to schedule a trip to the library as well as time for students to conduct their research. We strongly recommend that you collect the annotations over time rather than all at once in order to be able to intervene in poor research practices and poor source evaluation. The following materials have been developed to support instruction on the research project and reflect various instructors' approaches to the project.

Researched Argument and Annotated Bibliography - Candice Benjes Small

In this project, you will use a combination of general interest and scholarly sources derived from library databases in order to conduct research on a conventional piece of advice. You will then argue whether this is good or bad advice in an 8-10 page research paper and annotated bibliography.

Steps to the project:

- Selecting a topic: 5 points (due 9/19)
- Research proposal: 10 points (due 9/23)
- Reading logs: 5 points each set- 20 points total (sets due 10/12, 10/19, 10/26, and 10/31)
  - For each set of reading logs, you will be asked to write about your sources.
  - Instructions for each week's logs will be provided on D2L.
  - Each set must have at least one scholarly source.
- Annotated bibliography: 30 points (due 11/9)
- Draft of research paper: 25 points (due 11/14)
- Conference regarding draft paper: 10 points (week of 11/14)
- Final research paper: 50 points (due 11/28)

TOTAL: 150 points

Annotated Bibliography: 30 points

Annotated bibliographies do not simply list sources, but provide the student’s commentary on each source. Annotations show how you critically engaged with each source. Annotations can take many forms, depending on the discipline and your professor; this handout describes our approach for this class.

Each entry has two main parts: the reference and the annotation. The reference must conform to correct APA 6th style, as outlined in the Core A Handbook and the library’s color-coded APA guide. You may use Refworks or other online tools to help create your references, but you are responsible for reviewing the references and fixing the inevitable errors.

The annotation will be very structured, consisting of four (up to five) sentences:

- Sentence 1: What kind of source it is and how you found it
- Sentence 2: Occupation of author and his/her argument
  - Make this 2 sentences if you need to!
Example Entry:

I located this scholarly article in EBSCO Academic Search Complete, using the keywords “plagiarism and college students.” The authors, researchers at Brigham and Women’s Hospital, Harvard Medical School, and Massachusetts General Hospital, argue that plagiarism is a problem among medical residency application statements. They examined thousands of application statements, finding an average of 5% were plagiarized. This article is credible because it a scientific study published in a peer-reviewed, scholarly journal. While my other sources share personal anecdotes about plagiarism, this is the largest scientific study I found.

**Annotated Bibliography Checklist**

Did you…

- Title it at the top Annotated Bibliography
- List your references in alphabetical order
- Use the appropriate hanging indent and double spacing
- Start all references with either the author’s name or, if no author, the name of the source (ie, you did not start any with the date)
- Double-checked your APA references to confirm
  - All necessary information is included
  - Information is in the correct order
  - Information is formatted correctly in terms of capitalization, italics, etc
- Identify what type of source it is
- Identify what database you used (and did not say “Ebsco” or “library database”)
- Provide the keywords you used
- Identify the occupation of the authors or explained where you looked
- Summarize the arguments
- Describe why the source is credible
- Describe why the source will be useful to you in your paper (how it’s unique from your other sources) in a meaningful way
- Proofread the annotations to confirm there were no spelling errors or typos (‘felling’ instead of ‘feeling’)

**Annotated Bibliography Rubric**

Minimum requirements (failure to meet these will result in point deduction and possible failure of assignment):

- Minimum 12 sources, at least 5 of which must be scholarly
- Annotations must be free of plagiarism
- Annotations must use complete sentences
- No spelling/grammatical errors and typos
No quotations may be used in annotations

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (5)</th>
<th>Good (4)</th>
<th>Fair (3)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of overall bibliography</td>
<td>Reference list is in alphabetical order and formatting follows APA</td>
<td>There are a few errors in the order and formatting</td>
<td>There are numerous errors in the order and formatting</td>
<td>Does not follow APA organization</td>
</tr>
<tr>
<td>APA Reference formatting</td>
<td>All references are in correct APA format</td>
<td>There are a few errors in the APA format</td>
<td>There are numerous errors, but you can recognize it as APA</td>
<td>APA not used</td>
</tr>
<tr>
<td>Identifies type of source and how it was found</td>
<td>All sources accurately provide this information</td>
<td>Most of the entries are correct</td>
<td>Some of the entries are correct, but about half have errors</td>
<td>Less than half the (if any) entries are correct</td>
</tr>
<tr>
<td>Occupations and arguments are successfully described</td>
<td>All sources accurately provide this information</td>
<td>Most of the entries provide this information</td>
<td>Some of the entries are correct, but about half have errors</td>
<td>Less than half the (if any) entries are correct</td>
</tr>
<tr>
<td>Credibility</td>
<td>All sources accurately provide this information</td>
<td>Most of the entries provide this information</td>
<td>Some of the entries are correct, but about half have errors</td>
<td>Less than half the (if any) entries are correct</td>
</tr>
<tr>
<td>Uniqueness</td>
<td>All sources accurately provide this information</td>
<td>Most of the entries provide this information</td>
<td>Some of the entries are correct, but about half have errors</td>
<td>Less than half the (if any) entries are correct</td>
</tr>
</tbody>
</table>

Sample Annotations


I located this scholarly article on Google Scholar, using the key phrase, “presidential scandals.” The author is a Professor in management at the University of California, Davis and has a Ph.D from the University of California, Berkley. She analyzed publicized scandals and disruptive presidential staffs, and argues that structure of the staff and the organization of the people effect the chief executives and what they do. This article is credible because it is on my topic. It is unique because it is the only one from this journal.

This citation was retrieved from EBSCOhost. Donovan, an accomplished published author, is a professor at Bloomsburg University in Pennsylvania. In this article, she examines the stability of the concept of a rumor over a vast period of time (100 years), and shares patterns of rumor changes. This article is peer-reviewed and is therefore very credible. This is the only article I found which looks at rumors at a larger scale; I can apply it to how rumors about my topic changed over time.

Researched Argument Rubric (60 points total)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Not fully developed</th>
<th>Marginal</th>
<th>Needs Improvement</th>
<th>Unattempted/Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement and Introduction</td>
<td>The advice to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>The advice to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>The advice to be considered critically is stated but may be too broad or lack context.</td>
<td>It is unclear what exact advice is being critically considered.</td>
<td>You did not follow the instructions for the assignment in this area</td>
<td></td>
</tr>
<tr>
<td>Appeals to Ethos</td>
<td>Sources used in the paper are from a wide range of experts, with an emphasis on scholarly sources.</td>
<td>Sources used in the paper are from a wide range of publications, but you may have relied on some scholarly sources too much.</td>
<td>Sources used in the paper are from a wide range of publications, but you may have focused on your popular sources.</td>
<td>Your reference list includes a wide range of publications, but within the paper you relied heavily on a few.</td>
<td>Some sources in your reference list were not used within your paper, or you may not have used your scholarly sources.</td>
<td>You did not follow the instructions for the assignment in this area</td>
</tr>
<tr>
<td>Integration and Synthesis of Sources</td>
<td>Quotes are used sparingly and are reserved for powerful statements. Quotes, paraphrases, and summaries get at the heart of the source. Quotes and paraphrases chosen are not just ‘dropped’ into the paper.</td>
<td>Quotes are used sparingly and are reserved for powerful statements. Quotes, paraphrases, and summaries get at the heart of the source. You may need to do a better job introducing your quotes and paraphrases</td>
<td>Quotes are used sparingly, but may not be chosen particularly well. Quotes and paraphrases may not get at the main point of the original source. You may also</td>
<td>You used quotes more than paraphrases or summaries. Many came from the first page of the source.</td>
<td>You may have quoted from the abstracts rather than the full text of the source. You may not have used many paraphrases or summaries. On the other hand, you</td>
<td>You did not follow the instructions for the assignment in this area</td>
</tr>
<tr>
<td>Appeals to Pathos</td>
<td>Your introduction had a hook that got our attention. You used various legitimate emotional appeals throughout the paper that captured the reader’s interest; your appeals were not manipulative or false.</td>
<td>Your introduction had a hook that got our attention. You used at least one other emotional appeal that captured the reader’s interest; your appeals were not manipulative or false.</td>
<td>Your appeal to the reader’s emotion, but by using fallacies which manipulated the reader or gave her false information.</td>
<td>You did not appeal to your reader’s emotion.</td>
<td>You did not follow the instructions for the assignment in this area</td>
<td></td>
</tr>
<tr>
<td>Appeals to Logos: Reasoning</td>
<td>You clearly argue your thesis statement, with multiple valid claims, and are very convincing.</td>
<td>You argue your thesis statement with multiple valid claims, but you make some logical jumps that are unclear or leave some obvious areas unexplored.</td>
<td>Your claims do not relate to your thesis.</td>
<td>Your claims do not relate to your thesis.</td>
<td>You did not follow the instructions for the assignment in this area</td>
<td></td>
</tr>
<tr>
<td>Appeals to Logos: STAR</td>
<td>Your evidence for your claims is sufficient, typical, accurate, and relevant.</td>
<td>Your evidence is lacking one of the STAR qualities</td>
<td>Very little of your evidence fits the STAR qualities</td>
<td>You used examples in place of evidence</td>
<td>You did not follow the instructions for the assignment in this area</td>
<td></td>
</tr>
<tr>
<td>Counterarguments</td>
<td>Thoughtfully considers and analyzes other points of view, and gives strong refutations.</td>
<td>Considers other point of view but does not fully analyze them. Gives strong refutations.</td>
<td>Considers other points of view but does not fully analyze them. Does not fully refute them.</td>
<td>Mentions other points of view but does not attempt to analyze or refute them.</td>
<td>You did not follow the instructions for the assignment in this area</td>
<td></td>
</tr>
<tr>
<td>Ethical use of information</td>
<td>Paraphrases are created appropriately, quotations are formatted correctly, and in-text citations and references are in correct APA style.</td>
<td>Your paraphrases and quotations were fine, but your in-text citations and/or references had some errors.</td>
<td>Your quotations were not adequate, or you did not format your quotations correctly. You had minor errors in your paraphrase.</td>
<td>You did not paraphrase adequately or format your quotation errors. You may be missing in-text citations</td>
<td>You did not follow the instructions for the assignment in this area</td>
<td></td>
</tr>
<tr>
<td>Argument structure and organization</td>
<td>Excellent, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</td>
<td>Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</td>
<td>Somewhat clear, but may go off on tangents not directly related to thesis. Transitions and topic sentences are weak.</td>
<td>Unclear, often because thesis is weak. Transitions confusing and unclear. Few topic sentences.</td>
<td>Seems to ramble from point to point, with no coherent organization or structure. Information not related to thesis.</td>
<td>You did not follow the instructions for the assignment in this area</td>
</tr>
<tr>
<td>APA Formatting</td>
<td>The paper is formatted in correct APA style, as outlined in the handbook (p. 457).</td>
<td>The paper generally follows the APA style, with minor errors.</td>
<td>The paper misses some of the APA style rules.</td>
<td>The paper includes the information required by APA, but not in the proper format</td>
<td>The paper is not in APA.</td>
<td>You did not follow the instructions for the assignment in this area</td>
</tr>
</tbody>
</table>
Language and Style

Written in a formal academic style. Writing is free of grammatical, punctuation, and spelling mistakes. Sentences are complete and varied in length. Writing is clear and concise.

Written in a formal academic style, but writing contained minor grammatical, punctual, or spelling mistakes. Sentences are mostly complete and varied in length. Writing is mostly clear and concise.

May be written as a mixture of personal reflection and academic style. Writing may contain noticeable grammatical, punctual, or spelling mistakes. Sentences are mostly complete and varied in length. Writing may be unclear at times.

May have used inappropriate slang. Writing contains consistent grammatical, punctuation and/or spelling mistakes. Contains incomplete sentences/comma splices. Writing is unclear.

This was obviously a first draft with little or no attempt to proofread.

You did not follow the instructions for the assignment in this area

Conclusion

Restates the argumentative thesis and summarizes the supporting evidence. Explores a fresh insight for the reader, such as real world applications, future questions, or implications.

Restates the argumentative thesis and summarizes the supporting evidence. Provides but does not explore a fresh insight for the reader, such as real world applications, future questions, or implications.

Restates the argumentative thesis and summarizes the supporting evidence. Does not provide further insight.

Restates the argumentative thesis and supporting claims very close to the introduction, with no further thought.

Paper ends without a conclusion.

You did not follow the instructions for the assignment in this area

Overall

Research Project – Part 1

By Dr. Susan Van Patten

The first step in writing a literature review that synthesizes information across many articles instead of summarizing each one individually is to look for commonalities. This can be achieved by using a Synthesis Matrix. Your assignment for this week is to identify four main ideas and provide supporting material from each of your articles. Directions follow and a Word template is posted to D2L.

In addition to the Synthesis Matrix, you must include a complete reference list organized and formatted in correct APA style. The McConnell Library APA libguide includes information about formatting your paper and reference list. [http://libguides.radford.edu/content.php?pid=80316&sid=673137](http://libguides.radford.edu/content.php?pid=80316&sid=673137)

References must include a minimum of five scholarly sources and five popular sources. Popular sources must be published within the last three years.
There will be a one point deduction for every source you are missing. Make sure you go back and review my feedback from the scholarly research articles assignment or watch this educational puppet video.
http://vimeo.com/13186317

This assignment is worth 10 points and is due before midnight on March 17. Submit the matrix and reference list to the Research Project Part I dropbox in D2L.

Creating a Synthesis Matrix

Adapted from NC State University Writing and Speaking Tutorial Service http://www.ncsu.edu/tutorial_center/writespeak

Because a literature review is NOT a summary of these different sources, it can be very difficult to keep your research organized. It is especially difficult to organize the information in a way that makes the writing process simpler. One way that seems particularly helpful in organizing literature reviews is the synthesis matrix. The synthesis matrix is a chart that allows a researcher to sort and categorize the different arguments presented on an issue. Across the side of the chart are the spaces to record sources, and along the top of the chart are the spaces to record the main points of argument on the topic at hand. As you examine your first source, you will work horizontally in the row belonging to that source, recording as much information as possible about each significant idea presented in the work. Follow a similar pattern for your following sources. As you find information that relates to your already identified main points, put it in the pertaining column. In your new sources, you will also probably find new main ideas that you need to add to your list. You now have a completed matrix!

As you write your literature review, you will work vertically in the column belonging to each point discussed. As you combine the information presented in each column, you will begin to see each section of your paper taking shape. Remember, some of the sources may not cover all of the main ideas, but that can be useful also. The gaps on your chart could provide clues about the gaps in the current state of knowledge on your topic.

After your chart is complete, notice patterns of information. You may find that your sources, at times, discuss very similar material, or that they sometimes deal with completely different aspects of your topic. These patterns can be useful in creating a thesis statement that can guide your writing and keep you focused as you begin your draft. If you find that your sources are widely divergent or have very little commonality, it may mean that you need to rethink your research question or find articles more directly related to your topic.

Example Synthesis Matrix: The Role of Women in WWII

<table>
<thead>
<tr>
<th>Sources</th>
<th>Alteration of women’s roles because of WWII</th>
<th>Hardships and oppositions women faced</th>
<th>Opposing Viewpoint: WWII did NOT effect women long term</th>
</tr>
</thead>
</table>
| Cornelsen | - Women accredited the WASP program for opening new doors, challenging stereotypes, and proving that women were as capable as men (p. 113)  
- Women could compete with men as equals in the sky because of their exemplary performance (p. 116)  
- WASP created opportunities for women that had never previously | - “From the outset male pilots resented women’s presence in a traditionally male military setting” (p. 1113-4)  
- “The WASP were routinely assigned inferior planes that were later found to have been improperly maintained” (p. 114)  
- discrimination against WASP at every level of military service, women were only paid 2/3 of what | |
| Stewart | - WAAC (Women’s Army Auxiliary Corp) was 1st chance for women to serve in army, given full army status in 1943 as WAC (p. 28)  
- Needs of the war were so great that women’s traditional social roles were ignored (p. 30)  
- Military women paid well for the time period and given benefits if they became pregnant (p. 32)  
- The 1940’s brought more opportunities to women than ever before (p. 26) | - Women in the military given extensive physical and mental tests, but still discriminated against, ridiculed, and considered inferior to men (p. 29) | - Women put in untraditional roles during/because of the war, but back to previous subservient roles after the war (p. 35) |
| Bruley | - Women given equal opportunities (p. 223)  
- Women joined workforce as a break from the ordinary to help the war (p. 220)  
- Unconscious decision to cross into male-dominated roles (p. 221)  
- Seized these new opportunities to bring about change (p. 230) | - Women given unskilled labor positions by government because only seen as temporary workers, therefore no reason to train them (p. 221-2)  
- Women given less significant work and viewed as less intelligent and physically able (p. 224)  
- “The Church-Bliss diary reveals how dilution arrangements...ensured that women working in male preserves were prevented from achieving any sort of equality” (p. 230)  
- more traditionally male jobs resisted the integration of women workers, while other industries were less resistant... but in most all cases women were considered temporary workers (p. 221)  
- Equal pay rarely given to women, even though women did the same work (p. 221)  
- Women occasionally found their way to positions of importance, but were always treated as inferior (p. 226-8)  
- After the war, women were the | - Women were not affected because they still remained in subordinate positions after the war (p. 217) |
Annotations - Laurie Cubbison

1. What is an annotation?
An annotation basically is your notes on a specific source. These notes should demonstrate that you have carefully read and analyzed the source, whether it be a journal article, a website, notes from an interview, or an encyclopedia entry.

2. What kinds of information or reflection should be included in an annotation?
In actuality, researchers use annotations in individual ways that are most beneficial to them. Typically, an annotation will:

- summarize the source
- explain the research process that led to your discovery of the source
- highlight what information in the source is useful to the project, or what information is not useful to the project
- include personal reflection concerning how the information relates to information in other sources, i.e., if the source agrees or disagrees with others, if a source further explains concepts found in other sources, etc.
- analyze the credibility of the source
- reflect on the intended audience
- note any explicit or implicit bias or “slant”
- include anything else that you as a researcher notice about it as a potential source

3. How should an annotation be formatted?
For the purposes of this project, your annotations should be typed, as they reflect your own note-taking.
The proper APA citation for the source should be placed at the top of the page, and your notes should follow.
Depending on your instructor’s directions, a single annotation can range from a solid paragraph to an entire page, but you should remember to be as thorough as possible as the notes guide your research. Often times these
annotations can even end up as parts of your paper. For my course, please follow the example on the back of this sheet.

**Remember, you must complete at least 8 of these annotations. Five of your sources should be scholarly.**

Try to choose the most relevant and useful sources for these annotations to prevent a last minute scramble to locate all the information you will need to complete the research paper.

Don’t stop looking for sources just because you’ve found enough on which to do annotations. The annotated bibliography will require 8 sources, so you should be prepared to find many more sources than you think you will use.

**Sample Annotation**


**Summary:**

In his article, Jason Mittell (2006) describes the emergence of a particular kind of dramatic television series that emerged in the 1990s. He describes these series as using a complex storytelling modes “that seem uniquely suited to the series structure that sets television apart from film and distinguish it from conventional modes of episodic and serial forms” (p. 29). This article is useful for its overview of narratively complex television series, both comedies and dramatic series. It also relates these series to earlier series that started the trend, such as the prime time soap operas and medical/police series like *St. Elsewhere* and *Hill Street Blues*. It also brings in the audience element by discussing how such series tend to have strong fan bases.

**How I found this source**

This time around I found this source through Google Scholar using the search term “least objectionable programming.” However, I think I’ve actually located this source in the past in relation to my larger project.

**Relation to other sources**

This article provides more of a historical overview than some of my other sources. Others of my sources are more focused on particular television series, or on how story arcs and episodes function to create complexity. This article spends some time on story arcs, but not as in-depth as some other articles I’ve found.

**Credibility**

I’m familiar with this film and television studies journal because I’ve had an article published in it in the past. I know from experience that this journal is scholarly, and so I have confidence in its credibility.

**Intended audience**

The intended audience includes students and scholars in Media Studies and Cultural Studies, in particular those who study television series and narrative. It does require a certain amount of familiarity with recent television series as well as with narrative theory.

**Bias**

The bias is toward narratively complex television series and away from “least objectionable programming”

**Topics to Avoid: AKA: Maintaining Your Credibility - Erin Bachinsky**

- Abortion (trimester laws, later-term, parental notification, Roe vs. Wade)
- Drugs (the illegal kind… nothing about making them legal, effects, etc)
- Drinking (best beer, lowering the drinking age, drinking and driving, etc)
- Religion (your own beliefs, benefits/drawbacks, etc)
- Steroids (we all watched the senate hearings…)
Activities to Help Students with their Research

In this section you will find some sample writing prompts designed to get students thinking about the sources they've found and how they will use these sources.

Sample proposal

Question:
How does Apple's design decisions affect how I use my iPad?

Rationale:
I've had my iPad for over a year now, and I can see that Apple has designed the iPad and the apps around assumptions that don't necessarily fit how I'd like to be able to use it. I want to explore the design decisions they made and whether or not there are ways around the issues I have with the design of the device.

Preliminary sources:

Search terms:
Apple iPad, iPhone, iPod
Business model
apps

- Smoking (cancer rates, how bad it is, laws, etc)
- Recycling
- Teen pregnancy
- Death Penalty
- Premarital Sex (promise rings, the Jonas brothers, you see where I am going)
- Homosexuality
- Greek Life (pros/cons, how awesome your friends are, etc)
- Animal Rights (including topics of dog fighting)
- Soap Operas (like The Hills, Desperate Housewives, Greys, etc)
- Safe Sex (we all had that class in high school, right?)
- Tanning (indoors/outdoors, how to get the best tan, etc)
- Gun Control issues
- Welfare
- Hollywood stars (nobody wants to hear about the life and times of Brittany)
- Sports Stars (again, get more creative here)
- Talk Shows (how bad/good they are, topics they choose, etc)
- Best places to party
Generating Topics

At this early stage in the process of your research project, you need to make a final decision about what topic you wish to research.

1. Look over what you have read so far this semester and jot down what topics tend to appear.
2. Out of these, which topics are the most interesting to you?
3. What is it about them that interest you?
4. Go to the computer and do several “trial” searches of possible topics. Which topics result in the most hits? Which have the most recent discussion?
5. Which of these topics seem as though they may have possible answers?
6. Which seem like they have been forever debated and forever will be?
7. Which topics seem most significant to your life and the lives of the people you know?

Analyzing Your Topic and Issue

After you have decided which topic/issue you want to research, the next step is to figure out what kind of information you need. Here are some questions you may wish to consider:

1. What specifically is the problem of the issue? In other words, what questions need to be answered about your topic?
2. What terms or concepts need to be defined? What definitions are available and who is providing them?
3. What are the sides of this issue? Whose interests are represented in each of these sides?
4. What do all sides agree upon? Where do they diverge?
5. What facts related to the question are available? Who provides information about these facts?

Sorting your sources

An important way to categorize your sources is by whether or not they are sources of expert knowledge or sources of opinion. Sort the sources you’ve found so far into the following categories and list them below

Sources of expert knowledge

1. 
2. 
3. 
4. 
5. 

Sources of shared opinion

1. 
2. 

Focusing Your Research

Now that you've done some preliminary research into your topic, you're ready to think about the primary focus of your research paper. Come up with three additional questions you have about your issue.

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________

What organizations seem to be trying to find answers to the problem you're researching?
What majors or college departments are likely to be studying problems related to your topic?
What government agencies may have information about the topic?
What people in your community are affected by the problems associated with your topic?
Where is the next place you plan to look for additional information?
Who might you interview for further information?

Developing Keywords

Using electronic databases for research

When you're using a computer database, how much you find is a matter of the words you ask the computer search for. It's always a good idea to come up with as many keywords as you can think of before you get to the computer so that when you've found all the entries for one term, which may not be very many at all, you can type in another keyword and search some more. And so, use this strategy to help you develop lists of keywords, and then take this strategy with you to the computer terminal.

- Write down your subject in a word or phrase:
- Write as many synonyms for your subject as you can think of:
- Write the names of famous people who are involved in your subject:
- Write the names of organizations and businesses that deal with your subject:
- Write the names of newspapers and magazines that carry articles about your subject:
Chapter 6 - Oral Communication in Core 201

The persuasive speech is a key component of Core 201, and one which will take some planning on your part. You will need to set aside enough time in your schedule for your students to perform their speeches. We recommend assigning 5-7 minute speeches, but while some students will struggle to speak for four minutes, others will still be going strong at 8 minutes. Add in the need to switch from one PowerPoint file or Prezi to another, and the time will go by quickly.

A key element of the speech that you may not have dealt with previously is the need for audience analysis, or the pathos angle of the rhetorical triangle discussed in Chapter 3. Some instructors approach audience analysis by having students generate survey questions for their classmates, while others ask students to attend speeches given on campus, analyze the techniques used by the speakers, and then apply the same analysis to their own speaking situations. Here you will find sample materials for both approaches.

Core 201 – Survey Assignment

For this assignment you need to use Qualtrics to create an online survey to analyze your audience to help you develop your Persuasive Speech. Your survey will be four to six questions long, with no more than two open-ended questions. You can ask anything you think will help you prepare for your speech, but it’s probably a good idea to focus on questions that will assess your audience’s psychographics, especially their attitudes toward your topic.

1. Go to http://acadcomp.asp.radford.edu/Qualtrics/.
2. Click “Create Account” on the left side of the page.
3. Click on the “Create an Account” link.
4. Enter your Radford email address and a password and click “Continue.”
5. Go back to http://acadcomp.asp.radford.edu/Qualtrics/.
6. Click on “Login to Account” on the left side of the page.
7. Enter your email address and the password you chose earlier and click “Login.”
8. Click “Create Survey” and choose the “Quick Survey Builder.”
9. Choose a name for your survey and click “Create Survey.”
10. Click “Create a New Question.”
11. If you want to start with a multiple choice question, simply type in your question and the choices. If you need to add more choices (or take some away), use the plus and minus buttons on the right side of the page.
12. To write an open-ended question, click the green box under “Change Question Type” on the right side of the screen. In the window that pops up, choose “Text Entry.” Write your question. If you want to allow your classmates to enter answers that are longer than one line, choose “Multi Line” or “Essay Text Box” under the heading “Text Type” on the right side of the page.
13. Each time you finish a question, click on “Create a New Question” again and repeat the process.
14. Once you have written all of your questions, click on the “Distribute Survey” tab at the top of the screen. Click “Activate Your Survey to Collect Responses.” A link to your survey will appear. Copy this email and paste it in an email to swdunn@radford.edu. Send it by noon Monday, April 12.
15. To access the results of your survey, log back in to Qualtrics and click on the name of your survey. Then click the “View Results” tab at the top of the page. Then click “Initial Report.”
Speech Analysis Guide

In this worksheet, you will be critiquing a formal speaking event, such as a “Success Starts Here” program or a “First Lecture” speaker. Review the Core A Handbook’s Chapter 47, Analyzing Your Audience, for help with some of the terminology.

Speech Title:

Speaker:

Event:

In 3-4 sentences, summarize the overall theme or message of the speech.

Style and Tone: How does the speech “feel”? Is it angry, hopeful, challenging, optimistic, humorous? Is the language formal or informal? Provide examples.

Power-lines

Select 5 sentences from the speech that really “do the work” of the speech. For example, pick sentences that make strong claims, create metaphors, analogies, personify major ideas, provide evidence for claims, or are simply powerful statements.

1.
2.
3.
4.
5.

Audience psychographics: What values, beliefs, and attitudes did the speaker assume?

Audience psychographics: What behaviors was the speaker trying to promote?

What was the audience disposition?

What was the size of the audience?

How did the physical environment effect the presentation?

What did the speaker do to interact with or respond to the audience?

Overall, do you think the speaker did an effective audience analysis? Explain why.

Audience Analysis Guide

In this worksheet, you will be analyzing your audience: your fellow Core 20I classmates and your instructor. Refer to Chapter 47 in the handbook for assistance.

Speech Title:

Speaker:
Audience demographics: Of the categories listed in your handbook, choose one which you think could impact your speech. Explain why, and how you will address it in your speech. (Example: My speech is about how texting is bad for you. Since most of the students are 18 years old, they probably text a lot. I will have to be careful to not make derogatory remarks about people who text.)

Audience psychographics: What values, beliefs, and/or attitudes are you assuming?

What do you think the audience disposition will be to your argument?

Think about our classroom set up. What physical challenges might there be to your speech? How can you overcome these?

In 3-4 sentences, summarize the overall theme or message of the speech.

Style and Tone: How will the speech “feel”? Is it angry, hopeful, challenging, optimistic, humorous? Is the language formal or informal? Provide examples.

Power-lines

Select 5 sentences from the speech that really “do the work” of the speech. For example, pick sentences that make strong claims, create metaphors, analogies, personify major ideas, provide evidence for claims, or are simply powerful statements.

1. 
2. 
3. 
4. 
5. 

This exercise can also be modified for a peer review activity in which students rate analyze the speeches performed by their fellow students:

Speech Analysis- Peer Review

Speech Title:

Speaker:

In 3-4 sentences, summarize the overall theme or message of the speech.

Style and Tone: How does the speech “feel”? Is it angry, hopeful, challenging, optimistic, humorous? Is the language formal or informal? Provide examples.

Power-lines

Select 5 sentences from the speech that really “do the work” of the speech. For example, pick sentences that make strong claims, create metaphors, analogies, personify major ideas, provide evidence for claims, or are simply powerful statements.

1. 
Audience psychographics: What values, beliefs, and attitudes did the speaker assume?

Audience demographics: How did the speaker tailor his/her speech for this particular audience?

Overall, do you think the speaker did an effective audience analysis? Explain why.

**Grading Persuasive Speeches**

If you're not used to grading speeches, it can be a challenge, even with a rubric. The time goes by quickly, and you may not be sure that the student used the signposts correctly. You may be scribbling notes and missing the student's delivery. A good rubric that you can use quickly is your friend, as are miniature video cameras. The McConnell Library has Flip cameras available for check-out, which you can use to record the students' speeches. Laurie Cubbison marks her rubric during the speech but always reviews the speech on video before putting a final grade on it. Grading the visual aids can also be a challenge, whether students use traditional presentation software like PowerPoint or web-based software such as Prezi. Here are some sample rubrics for you to use to grade the speeches.

Speaking of visual aids, here's a tip if you're requiring students to use PowerPoint and Desire2Learn. Make a dropbox in Desire2Learn and require students to upload their PowerPoint files to the dropbox before their speeches. Kim Gainer asks students to upload the files the day speeches begin, while Laurie Cubbison just asks them to upload a few hours before they are scheduled to speak. Then all you have to do is to go to class, log into D2L and pull up the dropbox with the list of files. As each speaker moves to the computer podium, he or she can call up the file next to their name and be ready to go. This method saves much time in between speeches as students log out and log back in or hook up their laptops, which may or may not be compatible with the local set-up.
Persuasive Speech

**Introduction** /5

- Speaker presented a successful attention getter (1)
- Topic of speech was clearly stated (1)
- Speaker explained relevance of the topic for listeners (1)
- Speaker previewed the main ideas of the speech (2)

**Organization** /10

- Signposts were used for all key ideas (2)
- Key ideas were clearly stated (2)
- Support was offered for each key idea (2)
- Each key idea was summarized (2)
- Ideas appear in appropriate order (4)

**Content** /20

- Language use was appropriate for audience (4)
- Speaker provided a sound and compelling argument, free of fallacies (4)
- Speaker used his or her credibility to enhance persuasion (4)
- Speaker used strong, relevant emotional appeals (4)
- All information that is not common knowledge was supported by sources cited orally and on the PowerPoint slide. (4)

**Conclusion** /5

- Main points were summarized (2.5)
- The conclusion provided closure (2.5)

**Delivery** /10

- Speaker made eye contact (2)
- Speaker spoke loudly enough to be heard and at an appropriate speed (2)
- Speaker used notes effectively (2)
- Speaker was enthusiastic (2)
- Speaker appeared professional (2)

Comments:

5 points will be deducted for speeches under 4:30 or over 7:30.
Presentation Visual Aids

Presentation of Text (10 points)
- The presentation uses a legible font (size, font choice, text color and background color). (5 points)
- A bulleted list of key terms only, with one key idea per slide, is used as the organizational pattern. (5 points)

Source Use (20 points)
- Quotes are used sparingly. (5 points)
- Sources of information are indicated on the slides using correct APA in-text citation. (5 points)
- All images are cited in APA format. (5 points)
- The final slide(s) provides the bibliographic entries in APA format. (5 points)

Use of Images (10 points)
- Images do not interfere with the audience’s ability to read the text on the slide.
- Images are relevant to the print information on the slide.
- Animation and sound effect have not been used

Grammar and correctness (10 points)
- Wrong words and spelling errors are not present on the slides.
- Punctuation errors are not present on the slides.
Chapter 7 - Teaching Core 202

Core 202 - Topics in Ethical Inquiry is the culmination of the Core sequence, incorporating ethical reasoning and small group communication and teamwork into the course. Instructors choose themes that enable students to explore how ethical decisions are made. Some themes are directly related to ethical issues in particular fields, such as healthcare, environmental studies, or education, while others are rooted in explorations of ethical issues as presented in popular culture, such as *The Hunger Games* or the adventures of superheroes ("With great power comes great responsibility").

Ethical Reasoning & Core 202

Critical Thinking helps to remove “obstacles and resistance” to ethical reasoning

1. Recognizing fallacies prevalent in volatile public debates on ethical issues
   a. Straw Man; Ad hominem attack; Slippery Slope; Appeal to fear; Two wrongs make a right; appeal to false authority, etc.
   b. How to recognize and avoid fallacies in our own reasoning (handout)

2. Recognizing biases in our own and other people’s perspective
   a. Egocentric, Ethnocentric, Anthropocentric biases
   b. Culturally ‘abnormal’ or ‘weird’ behaviors as morally wrong
   c. What is personally disliked as morally wrong (the ‘yuk factor’)

3. Recognizing language manipulations, rationalizations and avoidance tactics:
   a. Euphemisms and ‘loaded language’ as hidden persuaders
   b. It’s Not Unethical If…” (group exercise)

Learning the basic features of the primary ethical theories provides students with “tools” to think through difficult issues and situations. It also helps them see and develop connections between ethical issues as academics talk about them, and literature, movies, games, and other popular media.

- **Ethical principles and theories** present systematic ways of thinking about the relationship between ethically desirable intentions (motives), consequences, and traits of character.
- **“Ethical-reasoning toolbox”** approach: no ethical precept or broader theory is necessarily uniquely best. Each theory has strengths and weaknesses—but knowing the facts of a case and how to reason through principles:
- **Applying ethical principles and theories** to problem-cases in the real world allows us to evaluate personal and social or public issues more thoughtfully and to construct better arguments of our own.
- **Applying ethical principles and theories to popular culture** opens up student’s interest: Should Batman kill the Joker? Should Peter Parker sacrifice his own personal happiness to remain Spiderman? Must they respect the code of police conduct, or is a “hero” one who gets the job done?
Take it further: “Ethical Case Studies” relevant to your course topic can be found at major sites like:

http://www.vanderbilt.edu/CenterforEthics/cases.html
http://www.web-miner.com/ethicscases.htm

You can also utilize sites providing the codes of ethics of various professions:

http://ethics.iit.edu/index1.php/Programs/Codes%20of%20Ethics/Index%20Of%20Codes

One approach is to have students debate an assigned ethical issue in teams, utilizing online sites providing “Opposing Viewpoints” on public issues:

Debatepedia http://debatepedia.idebate.org/en/index.php/Welcome_to_Debatepedia%21
CQ researcher http://library.cqpress.com/cqresearcher/ (then choose Pro/Con)

Have students apply ethical principles to their reasons about particular cases utilizing one or more cases from the database of the annual National Collegiate Ethics Bowl:

http://www.indiana.edu/~appe/ethicsbowl.html
http://www.uvu.edu/ethics/other/ethicscasestudies/casestudies.html

Ethical Conflicts and Ethical Dilemmas. Exercise: Can you think of ethical conflicts and ethical dilemmas, in relation to your course theme? Ethical conflicts: between what thinks one ought to do and what one does or considers doing. Ethical dilemmas: where due to circumstance one thinks oneself bound for guilt or blame no matter which of the available choices they make.

Summary of Moral Theories

There are two basic types of moral theories: (1) those that claim that morality is relative and (2) those that claim morality is universal.

Moral Relativism Theories

Ethical Subjectivism: The belief that morality is nothing more than personal opinion or feelings. What feels right for you is right (moral) for you at any particular moment. ["If it feels good, do it."]

Framework: Does this action feel right or good to you?

Limitations: Egocentric and allows people to hurt and destroy others.

Cultural Relativism: People look to societal norms (public opinion and customs) for what is morally right and wrong. ["What happens in Vegas, stays in Vegas"]

Framework: Do the people around me think this is acceptable?

Limitations: Ethnocentric and changes over time.

Universal Moral Theories
**Utilitarianism:** Consequences of our actions should maximize the greatest good (happiness) for the greatest number. ["The needs of the many must outweigh the needs of the few or the one."]

Framework: Does this action provide the greatest good for the greatest number of people?
Limitations: Difficult to predict consequences and rights of the individual are devalued.

**Deontology - Duty-Based Ethics:** Morality is based upon living up to our obligations, performing our duties, and following the rules. ["Do unto others as you would have them do unto you."]

Framework: Does your action still work if you reverse roles with those on the other end?
Limitations: Morality of an action is judged separate from the consequences; one’s actions have moral worth only if done from a motive to do what is right.

**Deontology - Rights-Based Ethics/Natural law:** Humanity is afforded rights and has a duty to honor these rights in others. ["That they are endowed by their Creator with certain inalienable Rights, among these are Life, Liberty, and the pursuit of Happiness."]

Framework: Does your action affect other people's rights?
Limitations: Moral rights are distinct from legal rights granted by governments; hard to determine their source.

**Virtue Ethics:** Virtuous character traits, dispositions, and habits allow us to act in ways that benefit ourselves and others. [What Would Gandhi Do?]

Framework: Is the action one I would be willing to be publicly associated with given my morals?
Limitations: Moral character is more important than actions?

**Group Exercise: It's Not Unethical If....:**

**Common Rationalizations (‘Spins’) and Avoidance Strategies**

What sorts of cognitive maneuvers do we use in trying to persuade others (or sometimes ourselves) of the morality of a doubtful action, habit, or practice? Here are a few of the many ways we ‘whitewash’ our deeds. May you can expand the list. [Gleaned from http://www.kspope.com/ethics/ethicalstandards.php ]

**Group Questions:**

1) Identify three of these rationalizations that you find most common:

   #_____  #_____  #_____  

2) Identify three of these rationalizations that smack of *self*-deception rather than just deceiving someone else. Be prepared to explain why:

   #_____  #_____  #_____
3) Identify three of these rationalizations that might actually provide good reasons, depending upon the context in which they are used.

#_____                    #_____                     #_____  

1) It's not unethical as long as a sometime with managerial status over you required or suggested it (whistleblowing concerns)

2) It's not unethical if the professional association you belong to allows it

3) It's not unethical if an ethics code never mentions the concept, term, or act.

4) It's not unethical as long as no law was broken.

5) It's not unethical as long as it results in a higher income or more prestige (i.e. ‘we all have to pay our mortgage,’ the so-called ‘Yuppie Nuremburg Defense’).

6) It's not unethical as long as we can name others who do the same thing.

7) It's not unethical as long as we didn't mean to hurt anyone.

8) It's not unethical even if our acts have caused harm as long as the person we harmed had it coming, provoked us, deserved it, was really asking for it, or practically forced us to do it -- or, failing that, has not behaved perfectly, is in some way unlikable, or is acting unreasonably.

9) It's not unethical even if it did cause harm, if we can say that outcome would have happened sometime anyway. Pesticide poisoning aftermath: "Sure, it's going to kill a lot of people, but they may be dying of something else anyway" ("Perspectives," Newsweek, April 23, 1990, p. 17).

10) It's not unethical if we could not (or did not) anticipate the unintended consequences of our acts.

11) It's not unethical if we acknowledge the unbelievable good that this person does.

12) It's not unethical if we can say any of the following about it (feel free to extend the list): "Anyone else would've done the same thing"; "I went with my gut."; "What's the big deal?”; “they deserved it.”

14) It's not unethical as long as we were under a lot of stress, or otherwise “acting out of character for me” due to anger, distractions, or others ‘excusing’ factors.

15) It's not unethical as long as no one ever complained about it.
16) It's not unethical as long as we know that the people involved in enforcing standards (e.g., licensing boards or administrative law judges) are dishonest, stupid, destructive, and extremist; are unlike us in some significant way; or are conspiring against us.

17) It's not unethical if we can use the passive voice and look ahead. If someone discovers that our c.v. is full of degrees we never earned, positions we never held, and awards we never received, all we need do is nondefensively acknowledge that 'mistakes were made and it's time to move on.'

18) It's not unethical if we're victims. Claiming tragic victim status is easy: we can always use one of two traditional scapegoats: (a) our "anything-goes" society that lacks clear standards and leaves us ethically adrift or, conversely, (b) our coercive, intolerant society that tyrannizes us with "political correctness," dumbs us down, and controls us like children. It's not unethical as long as it would be almost impossible to do things another way.

20) It's not unethical as long as there are books, articles, or papers claiming that it is the right thing to do.

21) It's not unethical as long as we can find a friend who tells me it's OK, or him or herself invokes any of the above rationalizations on my behalf.

22) Add more to the list?

A Flow-chart Format for Ethical Decision Making*

1. State problem (e.g. "Do I have a conflict of interest? or even "This makes me uncomfortable").

2. Check facts (some problems disappear upon closer examination of the situation; others change radically).

3. Identify relevant factors
   • Who is affected by the decision? An individual, several individuals? An organization?
   • What are the consequences for the affected parties?
   • Do any laws or professional codes exist that should be considered?
   • Are there any practical considerations? (under $200, in fifteen minutes, procedural constraints, etc.)
4. **Re-check statement of the problem.** Did the initial problem statement adequately capture the moral as well as pragmatic aspects of the problem-situation? If not, rephrase the problem to focus on the moral issues it raises.

5. **Develop a list of at least five options** (be imaginative, try to avoid "dilemma" – not "yes" or "no" but who to go to, what to say).

6. **Test options, using thought experiments like the following:**

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Description</th>
<th>Ethical Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Utility test</strong></td>
<td>Does this option maximize utility (happiness or what you consider the good); does it promote the greatest happiness for the greatest number, or the greatest happiness overall? [Consequentialist/ Utilitarian ethics]</td>
<td></td>
</tr>
<tr>
<td><strong>Harm test</strong></td>
<td>Does this option do less harm than any alternative? [Consequentialist/ Utilitarian ethics]</td>
<td></td>
</tr>
<tr>
<td><strong>Reversibility test</strong></td>
<td>Would I still think the choice of this option good if I were one of those adversely affected by it? [Deontology]</td>
<td></td>
</tr>
<tr>
<td><strong>Universalizability test</strong></td>
<td>Could I consistently will the action I am considering be one that everyone takes (and not just oneself or one’s in-group)? [Deontology]</td>
<td></td>
</tr>
<tr>
<td><strong>Rights test</strong></td>
<td>Does this option violate anyone’s natural or civil rights? Does it ‘use’ anyone against their will for some assumed higher good? [Deontology]</td>
<td></td>
</tr>
<tr>
<td><strong>Motivations test</strong></td>
<td>Is the action one that is undertaken from the motive of doing the right or caring or virtuous thing? [Virtue ethics; ethics of care; Deontology].</td>
<td></td>
</tr>
<tr>
<td><strong>Virtue test</strong></td>
<td>What would I become if I chose this option often? [Virtue ethics]</td>
<td></td>
</tr>
<tr>
<td><strong>Golden Mean test</strong></td>
<td>Can this option be seen as a moderate middle-path between extremes (vices) of too little (deficiency) and too much (excess)? [Virtue ethics]</td>
<td></td>
</tr>
<tr>
<td><strong>Public reason test</strong></td>
<td>Can this option be justified by secular reasons, or only on assumption of religiously-based beliefs and values that other affected parties might not share?</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Defensibility test</strong></td>
<td>What would my colleagues say when I describe my problem and suggest this option as my solution? Could I defend my choice of this option before a Congressional committee, a committee of my peers, or my parents? Would I want my choice of this option published in the newspaper? [Virtue ethics]</td>
<td></td>
</tr>
<tr>
<td><strong>Professional test</strong></td>
<td>What would a profession's ethics committee or legal counsel say about this option? [Contract ethics; Virtue ethics and specific social roles and responsibilities]</td>
<td></td>
</tr>
</tbody>
</table>
7. Make a tentative choice based on steps 1-6.

8. Review steps 1-7: What could make it less likely you would have to make such a decision again?

- What precautions can you take as an individual? (e.g., announce policy on the question, change job, etc.)
- What can you do to have more support next time? (e.g., seek future allies on this issue)?
- What can you do to change the organization? (e.g., suggest policy change at next departmental meeting.)

*Adapted from 2003 EACWorkshop handout by Michael Davis, Center for Study of Ethics in the Professions, Illinois Institute of Technology, Chicago. Copyright 2003

Other Activities: Powerpoints & film clips

Use a Friends episode short (4:30) film clip to get discussion going on psychological egoism, the view that everyone acts for self-interested reasons.

http://www.youtube.com/watch?v=HzQSEoNdGvk&feature=related

Firefighter case (short video link and commentary at D2L Instructor resources).

Show & discuss a segment from the What Would You Do? TV series:

http://abcnews.go.com/WhatWouldYouDo/


Other Group Exercises/Games, etc. for the 202 Classroom

Play the “Values Auction” game (download from D2L Resources site) and then have them discuss/defend their choices;

Play or discuss the famous “Prisoner’s Dilemma” game to highlight tensions between self-interest and cooperation;

Give and discuss the Common Fallacies in Moral Reasoning handout (D2L Resources)

Utilize cartoons to discuss our ethical shortfallings (D2L Resources “Barriers to Sound Ethical Reasoning (through cartoons). ”)

Play a version of the famous “Tragedy of the Commons” game to discuss responsibility with respect to finite or shared resources; http://www.duke.edu/~jma22/Fish%20Game.pdf or http://pages.uoregon.edu/rmitchel/commons/

http://www.philosophersnet.com/games/  The games at this site are more involved than they may at first appear. For instance, the Taboo game draws upon a literature on the differences
between proper moral judgments and merely emotion-based or ‘gut reactions.’ And drawing upon well-known ‘trolley-car’ thought experiments, Should You Kill the Backpacker/ Should You Kill the Fatman present us with classic utilitarian dilemmas and lead us to ask if we have consistent intuitions about what to do in such cases. But if you assign a game to be played individually, and then have student’s bring in the “analysis” it provides of their choices, you can get a great discussion going.

Taboo - Moral judgments, chickens and the yuk-factor. How do you measure up?

Should You Kill the Backpacker? - Is it okay to kill one person to save five?

Should You Kill the Fatman? - Do you have consistent moral intuitions?

Morality Play - How do your moral judgments match up against those of other people? How broad a range of moral principles do you invoke when making moral judgments?

Whose Body Is It Anyway? - Who has rights over your body?

Textual Analysis Guidelines - Guy Axtell

For this project you will analyze and evaluate several articles on the same topic. As you analyze, you will identify the stakeholders in your issue and what their various positions are. You will also identify the moral reasoning behind the stakeholders’ positions and the dilemmas that arise from their competing moral interests

Format: APA style with a title page and reference page; at least four full pages, not including the title page and Reference page; font Times New Roman 12. Running head on left and page numbers on right.

Content: You will describe several arguments related to your topic, evaluate their strengths and weaknesses, and describe their ethical ramifications. Your evaluation will include statements about the logos, ethos and pathos of the articles, whether they tend to use deductive or inductive reasoning, and how fallacies affected the arguments. Do the conclusions follow from the premises (validity) or seem likely to be true? A fairly large section should be devoted to the moral arguments and assumptions made about your issue and which appear to be the strongest. Do not appear to take a position on the topic itself, merely evaluate the strength of others’ positions.

Organization: Since you will be discussing several articles, you will have to be very careful to be clear about which author’s argument you are addressing at any time and where you are speaking. Pay close attention to speaker tags and transition statements. One way of organizing this paper is to first describe the views on one side of the issue and then the other. You don’t need to give a full analysis of each article (you did that in your logs), but be sure to draw general conclusions for each feature and back them with specific examples.

Sample organization:

Introduction: What your paper will do and why. A brief description of your topic and your sources and how they differed.

Analysis of positions “for”: General comparison (“…most did X, but some did Y”) Give an overview of their claims backed up with examples.(see list above).

Analysis of opposite positions.

Description of the relevant moral theories involved. Does one side tend to use one theory and the other a different one? Why? Is there bias in who chooses which theory?

Conclusion: Compare the relative strength and weaknesses of the moral arguments. Was one side more convincing? Why or why not?
Be sure to proofread carefully (see WHB section W-17 or RHB or S, Appendix B).

Draft due Tuesday, Sept. 28 (with source copies and peer copies).

Final due Thursday, Oct. 7 (with source copies and peer reviews).

Ethical Analysis Essay - Laurie Cubbison

In this essay, you will examine issues raised by the course with regard to group communication and ethical decision-making in terms of The Hunger Games and Survivor, but also in relation to your own experience with the group project. You will examine arguments from The psychology of Survivor in relation to The Hunger Games, the episodes of Survivor you viewed, and your own experience working with groups in this course. The project includes viewing and reading logs, as well as essay drafts. You must include all three sources in the essay. (You can include the movie as well, as long as you're careful to distinguish differences between the movie and the novel.)

At the completion of this project, students will be able to:

- Using secondary sources, construct an analysis of a primary text.
- Identify fallacy forms common in ethical reasoning.
- Analyze the probable accuracy of sources.

Suggestions for approaching this essay

The Hunger Games and Survivor are set up and presented in similar ways, with people taking on similar roles. One way to approach this project is to compare and contrast the ethical decision-making used by people in similar roles:

The Gamemakers - Seneca Crane, lead gamemaker for the hunger games and Mark Burnett, producer of Survivor. If you take this approach, examine the ways that the games are set up and the ways that the programs' producers manipulate the action and construct a narrative.

The hosts - Caesar Flickerman, host of the hunger games, and Jeff Probst, host of Survivor. If you take this approach, examine the complicity of the hosts in the ethical dilemmas raised by the programs. What roles do they play in encouraging conflict between the contestants?

The contestants - If you take this approach, focus on the choices made by the contestants of both the hunger games and Survivor. Perhaps you're interested in choices made by the 'villains' and focus on the cruelty of Cato and the bigotry of Colton. Or you're interested in how the women play the game. You might compare Katniss to Kim on Survivor.

The audiences - Susannah Collins was inspired to write The Hunger Games by a channel-surfing session that included the Iraq War and reality television. In Panem, the people in the Capitol are kept distracted by the games, just as we are distracted from the wars our country is engaged in by our celebrity oriented entertainment media. What are the ethical decisions of the audience members and what obligations and responsibilities do we have toward those who battle for our entertainment?

Online Ethics Casebook Assignment - Laurie Cubbison and Candice Benjes Small

You will use Google Sites to produce an online casebook for your group researched project. Your group will create six pages on the site:

1. Overview of the ethical issue - Identify a specific case that which illustrates ethical issues related to the topic your group has chosen. Explain the ethical issue and not simply a legal or financial issue (although those can certainly be obstacles). Discuss briefly how this situation can be damaging to people involved in the case, and how there is not a clear "good" alternative. Use hyperlinks as your in-text citations.
2. Background - Explain the relevant facts of the case. What is known and not known about the case?
3. Stakeholders - Describe the individuals and groups who have a stake in the outcomes of the case. Include not only those people directly involved in the case, but also those involved in similar situations elsewhere.
4. Possible actions - What are the options for acting in this case for the various parties? Make sure that all of the stakeholders have been accounted for, and that you discuss the pros and cons of each action.
5. Ethical evaluation - Using the different ethical theories and frameworks, evaluate the possible actions in the case.
6. Proposed solution - Having evaluated the stakeholders' options, argue for the most ethical action that also best addresses the situation.

Sources for this project

For this project we are expecting you to use online sources. Since you are creating a website, we're expecting direct links to your sources as opposed to an APA reference page. Among the sources you should use for this project are news stories and websites belonging to governments and organizations. You may embed one video onto the site, provided that embedding is permitted by the owner of the video.

Distribution of labor

Google sites tracks changes to the site by username, and your grade for the website will be based on what Google reveals about your participation in creating the site. Thus, if the group relies on one person to interact with Google sites, then that person will be graded highly, and the other members will receive low grades. So it's a very bad idea for a group member to write up the stakeholders section in Word, for example, and send it to another group member to upload. Each group member must interact fully with the site in order to receive a grade for the website.

Potential topics

Gang life police brutality 24/7 surveillance coal mine disasters dog fighting
Violence on TV celebrity culture slavery child soldiers alliances
Restrictions on movement hunger and unequal allocation of resources

Small Group Communication

The other key component of Core 202 is small group communication. Group projects are notoriously difficult for both instructors and students, and yet we all recognize how important they are to preparing students to work with others. A major objective of Core 202 is to forefront the student behaviors that can determine the success or failure of group projects. Students will work together on a multimedia project and on a group oral presentation. How the instructor sets up the project can play an important role in whether the groups function well or whether they muddle their way through. The following article has been very successful with students.


Couch Potatoes & Hitchhikers

You will usually find your university teammates as interested in learning as you are. Occasionally, however, you may encounter a person who creates difficulties. This handout is meant to give you practical advice for this type of situation.
To begin with, let’s imagine you have been assigned to a combined homework and lab group this semester with three others: Mary, Henry, and Jack. Mary is okay—she’s not good at solving problems, but she tries hard, and she willingly does things like get extra help from the professor. Henry is irritating. He’s a nice guy, but he just doesn’t put in the effort to do a good job. He’ll sheepishly hand over partially worked homework problems and confess to spending the weekend watching TV. Jack, on the other hand, has been nothing but a problem. Here are a few of the things Jack has done:

- When you tried to set up meetings at the beginning of the semester, Jack just couldn’t meet, because he was too busy.
- Jack infrequently turns in his part of the homework. When he does, it’s almost always wrong—he obviously spent just enough time to scribble something down that looks like work.
- Jack has never answered phone messages. When you confront him, he denies getting any messages. You e-mail him, but he’s “too busy to answer.”
- Jack misses every meeting—he always promises he’ll be there, but never shows up.
- His writing skills are okay, but he can’t seem to do anything right for lab reports. He loses the drafts, doesn’t reread his work, leaves out tables, or does something sloppy like write equations by hand. You’ve stopped assigning him work because you don’t want to miss your professor’s strict deadlines.
- Jack constantly complains about his fifty-hour work weeks, heavy school load, bad textbooks, and terrible teachers. At first you felt sorry for him—but recently you’ve begun to wonder if Jack is using you.
- Jack speaks loudly and self-confidently when you try to discuss his problems—he thinks the problems are everyone else’s fault. He is so self-assured that you can’t help wondering sometimes if he’s right.

Your group finally was so upset they went to discuss the situation with Professor Distracted. He in turn talked, along with the group, to Jack, who in sincere and convincing fashion said he hadn’t really understood what everyone wanted him to do. Dr. Distracted said the problem must be the group was not communicating effectively. He noticed you, Mary, and Henry looked angry and agitated, while Jack simply looked bewildered, a little hurt, and not at all guilty. It was easy for Dr. Distracted to conclude this was a dysfunctional group, and everyone was at fault—probably Jack least of all.

The bottom line: You and your teammates are left holding the bag. Jack is getting the same good grades as everyone else without doing any work. Oh yes—he managed to make you all look bad while he was at it.

WHAT THIS GROUP DID WRONG: ABSORBING

This was an ‘absorber’ group. From the very beginning they absorbed the problem when Jack did something wrong, and took pride in getting the job done whatever the cost. Hitchhikers count on you to act in a self-sacrificing manner. However, the nicer you are (or the nicer you think you are being), the more the hitchhikers will be able to hitchhike their way through the university—and through life.

WHAT THIS GROUP SHOULD HAVE DONE: MIRRORING

It’s important to reflect back the dysfunctional behavior of the hitchhiker, so the hitchhiker pays the price—not you. Never accept accusations, blame, or criticism from a hitchhiker. Maintain your own sense of reality despite what the hitchhiker says (easier said than done). Show you have a bottom line: There are limits to the behavior you will accept. Clearly communicate these limits and act consistently on them. For example, here is what the group could have done:

- When Jack couldn’t find time to meet in his busy schedule, even when alternatives were suggested, you needed to decide whether Jack was a hitchhiker. Was Jack brusque, self-important, and in a hurry to get away? Those are suspicious signs. Someone needed to tell Jack up front to either find time to meet, or talk to the professor.
- If Jack turns nothing in, his name does not go on the finished work. (Note: If you know your teammate is generally a contributor, it is appropriate to help if something unexpected arises.) Many professors allow a team to fire a student, so the would-be freeloader has to work alone the rest of the semester. Discuss this option
with your instructor if the student has not contributed over the course of an assignment or two.

If Jack turns in poorly prepared homework or lab reports, you must tell him he has not contributed meaningfully, so his name will not go on the submitted work. No matter what Jack says, stick to your guns! If Jack gets abusive, show the professor his work. Do this the first time the junk is submitted, before Jack has taken much advantage—not after a month, when you are really getting frustrated.

Set your limits early and high, because hitchhikers have an uncanny ability to detect just how much they can get away with.

If Jack doesn’t respond to e-mails, answer phone messages, or show up for meetings, don’t waste more time trying to contact him.

Keep in mind the only one who can handle Jack’s problems is Jack. You can’t change him—you can only change your own attitude so he no longer takes advantage of you. Only Jack can change Jack—and he will have no incentive to change if you do all his work for him.

People like Jack can be skilled manipulators. By the time you find out his problems are never-ending, and he himself is their cause, the semester has ended and he is off to repeat his manipulations on a new, unsuspecting group. Stop allowing these dysfunctional patterns early in the game—before the hitchhiker takes advantage of you and the rest of your team!

HENRY, THE COUCH POTATO

But we haven’t discussed Henry yet. Although Henry stood up with the rest of the group to try to battle against Jack’s irrational behavior, he hasn’t really been pulling his weight. You will find the best way to deal with a couch potato like Henry is the way you deal with a hitchhiker: set firm, explicit expectations—then stick to your guns. Although couch potatoes are not as manipulative as hitchhikers, they will definitely test your limits. If your limits are weak, you then share the blame if you have Henry’s work to do as well as your own.

BUT I’VE NEVER LIKED TELLING PEOPLE WHAT TO DO!

If you are a nice person who has always avoided confrontation, working with a couch potato or a hitchhiker can help you grow as a person and learn the important character trait of firmness. Just be patient with yourself as you learn. The first few times you try to be firm, you may find yourself thinking—‘but now he/she won’t like me—it’s not worth the pain!’ But many people just like you have had exactly the same troubled reaction the first few (or even many) times they tried to be firm. Just keep trying—and stick to your guns! Someday it will seem more natural and you won’t feel so guilty about having reasonable expectations for others. In the meantime, you will find you have more time to spend with your family, friends, or schoolwork, because you aren’t doing someone else’s job along with your own.

COMMON CHARACTERISTICS THAT ALLOW A HITCHHIKER OR COUCH POTATO TO TAKE ADVANTAGE

Unwillingness to allow slackers to fail and subsequently learn from their own mistakes.

Devotion to the ideal of ‘the good of the team’—without common-sense realization of how this can allow others to take advantage of you. Sometimes you show (and are secretly proud of) irrational loyalty to others.

You like to make others happy even at your own expense.

You always feel you have to do better—your best is never enough.

Your willingness to interpret the slightest contribution by a slacker as ‘progress.’

You are willing to make personal sacrifices so as to not abandon a hitchhiker—without realizing you are devaluing yourself in this process.

Long-suffering martyrdom—nobody but you could stand this.

The ability to cooperate but not delegate.

Excessive conscientiousness.
The tendency to feel responsible for others at the expense of being responsible for yourself.

A RELATED CIRCUMSTANCE: YOU’RE DOING ALL THE WORK

As soon as you become aware everyone is leaving the work to you—or doing such poor work that you are left doing it all, you need to take action. Many professors allow you the leeway to request a move to another team. (You cannot move to another group on your own.) Your professor will probably ask some questions before taking the appropriate action.

LATER ON—OUT ON THE JOB AND IN YOUR PERSONAL LIFE

You will meet couch potatoes and hitchhikers throughout the course of your professional career. Couch potatoes are relatively benign, can often be firmly guided to do reasonably good work, and can even become your friends. However, hitchhikers are completely different people—ones who can work their way into your confidence and then destroy it. Occasionally, a colleague, subordinate, supervisor, friend, or acquaintance could be a hitchhiker. If this is the case, and your personal or professional life is being affected, it will help if you keep in mind the techniques suggested above.

Approaches to small group leadership

I. What is “leadership”?
   a. A process whereby an individual influences a group of individuals to achieve a common goal
   b. Also a particular type of communication
      i. Persuade members to agree to an idea
      ii. Helps group set goals, build and maintain relationships and complete tasks
      iii. Helps group members collaborate – won’t work if followers don’t have similar goals

II. Being a leader vs sharing leadership
   a. Appointed leader – the situation designates the leader. Where are you most likely to find this? (Work groups where the manager is the leader)
      i. Very common in organizational teams. Sometimes necessary for large groups to keep the order.
      ii. Those types of leader tend to be more leader-focused. So just because the leader put forth a plan of action he or she decided on, they expect it to be done.
   b. Elected leader – a negotiated position. Give an example of a situation where the leader is elected.
      i. The group discusses and elects a member to be the leader.
      ii. This type of leader is more likely to be group-centered because members chose a person who would be.
c. Sharing leadership - that one person who has the skills might be the task leader while someone else who has the skills is the socio-emotional leader. This flexibility lets the people with the greatest competency in an area to assume the roles when needed. Shared leadership is usually rotated throughout the lifespan of the group

i. Shared leadership behaviors are the things that any group member can do to demonstrate leadership.
   1. Encourage member participation
   2. Monitoring group progress toward the group task
   3. Promote diversity of member opinion
   4. Be an effective communicator
      a. Assertiveness
      b. Resourcefulness
      c. Self-confidence

Whether an appointed leader, an elected leader, or shared leadership all group members should strive to be competent communicators to act like a leader.

III. Style approach to leadership – looking at the way people lead. Leaders use different styles to lead at different times and have to balance them to be a good leader

i. Democratic style – asks for member input, wants everyone involved, makes sure everyone feels like an equal and everyone shares rewards and punishments achieved by the group.
   1. Engages in 2 way, open communication
   2. Focuses on interaction
   3. Provides frequent positive feedback
   4. uses effective listening skills
   5. Mediates conflict for group gain

Use relaxed, animated, attentive and friendly styles.

ii. Autocratic style – group members need controlling. The leader is more likely to give orders, set policy, criticize members and not solicit feedback or ideas from the members. People who lead solely by this are seen as aggressive and want to be recognized as the authority figure.
   1. Engages primarily in one way, downward communication
   2. Dominates the interaction
   3. Provides infrequent positive feedback
   4. uses poor listening skills
   5. uses conflict for personal gain
Use dominant communicator style.

When is it best to have a democratic style? Is there ever a time for an autocratic style? What about SEAL operations or military things? A group with people so all over the map participation-wise are not going to reach the deadline.

iii. Laissez faire style – a group should be able to do their stuff on their own and need little direction. The leader only participates if the group arrives at a standstill or requests assistance.
   1. Engages in noncommitted, superficial talk
   2. avoids interaction
   3. provides infrequent feedback of any kind
   4. may use either effective or poor listening skills
   5. avoids conflict

Relaxed, attentive, and friendly style attributes

Different styles for different contexts – can even change through the life of the group.

IV. Emergent leader approach to leadership – no one is appointed or necessarily elected as leader. Instead, as the group works together, someone emerges as a leader in the perceptions of everyone. They do this by appearing smart and competent, having good communication behaviors and the ability to persuade people.

i. How to emerge as a leader
   1. participate in your group from the moment of formation – show your commitment to the task – this includes talking very early in the meeting, not just showing up
   2. Frequently engage in quality communication.
      a. Show you can guide decision making, manage conflict and tactfully challenge poor decisions.
      b. Be task oriented
      c. Contribute and solicit input
      d. Work well with others
   3. show good character by respecting others
   4. Listen to group members. In the “Seven Habits of Highly Effective People” Covey says “seek first to understand and then to be understood” put understanding your group members over being understood as a priority.
      a. Stay focused – selective attention means that you only hear so much at once and depending on your focus, you may miss what’s been said! Multi tasking is not good listening.
b. Ask questions – can be seen as manipulative or a challenge to a person’s position or honesty. In an open minded group, they can be used to better understand the person.

c. Demonstrate interest – don’t just fake attention and be aware when you are faking attention so you can learn to correct that behavior. Give feedback and paraphrase what you’ve just heard to show your interest. Feedback should be descriptive not evaluative.

d. Don’t interrupt

e. Use nonverbal communication - make eye contact, nod your head, sitting in an attentive manner. Avoid looking at your watch or cell, fidgeting, reading your own notes etc

**Take time to walk your class through the slides in the PPT relating to the MBTI.** For each slide they should choose the letter at the top of the column that MOST applies to them. At the end they’ll have 4 letters. This is a short, unofficial version of the Myers-Briggs Typology. The chart on the PPT is usually too fuzzy to be read on projectors. I recommend printing a copy of The16MBTI.doc and having it. Students like to hear about their personalities and see how true it rings and group members usually find it interesting.

ii. There is one rare personality type that will almost ALWAYS emerge as the leader. In Myers-Briggs Typology it’s **ENTJ**. These people are generally quick thinkers, opinionated, and committed when they make decisions. For that reason they often provide very valuable roles to the group (critical thinking, decision making, information and opinions, etc) but they do not necessarily make the BEST leader even though they often emerge as a leader.

iii. How to not become a leader

1. don’t attend grp meetings
2. if you attend, don’t speak
3. if you do speak, be dominant, pushy, and contentious
4. indicate that you’d rather be a follower than a leader
5. volunteer to be the recorder
6. play deviant roles, especially clown or egghead
7. show that you have communication anxiety about talking in the group

If you try too hard to not emerge as a leader, the group will likely not let you be a member either.

**When might you not want to become a leader? Is this ethical?**

Emergent leaders will stay leaders for as long as the group allows it.

**People who emerge as a leader are often not the best in actual leadership.** For example, the qualities like speaking up and defending a position may make a person come across as
autocratic. You can frequently engage in quality, respectful communication, but if you
don’t have enough expertise in the area, the group may be hosed.

V. Guidelines to enhance leadership competence (all of the examples in bold below are true stories told by students)

a. Strive toward competent communication – be self assured, tolerate uncertainty, listen actively, provide autonomy, formulate goals, give directions, be able to convert negative or angry comments into more positive and constructive comments

In a group, it was 2 days before a major project was due. It was late and everyone was tired and sick of working on the project. Someone said “It’s so late, this is just stupid” and the morale of the group hit rock bottom. It was like that comment sucked all of the life out of the group. The task leader said “It is late, but let’s get the conclusion done”. The leader was just as tired as everyone else, but injected what she said with energy so everyone else got on board. The socio emotional leader then chimed in with “We have done such a great job so far, let’s keep it up and we’ll be done in no time!” And everyone got back on track and started putting effort into finishing the task at hand.

A boss of a student did the opposite. His name was Shaun and people called him Gengis Shaun. He insisted on wielding coercive power and anyone who disagreed with his policies or ideas was sent home early with no pay.

b. Set realistic and manageable goals for the group. Understand members’ commitment to the group goal – know what kind of time, money, personnel, and goals the group can possibly achieve

In a group a student was in for a class, they were supposed to do community service work. The teacher chose the leader of the group and the guy took his job very seriously. He scheduled community service work every weekend for 2 months straight. The first Saturday, the group of 5 people were supposed to clean up a 2 mile section of beach! Within 2 weeks, the group had fired the leader.

c. Foster a supportive communication climate. Most groups will be defensive with members trying to justify things or defend their ideas or themselves. Instead, try to make sure the group feels open, supportive, approachable and flexible. More in CH12

Consider AA, where everyone is very supportive of each other and everyone is encouraged to express their feelings and ideas in a healthy environment.

Also consider any fight you’ve had with your parents. In a family group, your mom might’ve said “No, you can’t go out with your friends” and you went crazy. We all do. Instead, if you had stopped to really see why she thought that not going was a good idea, you could have had an open discussion. It might not have gotten her to change her mind, but everyone could have built trust and cohesion.
d. Monitor your use of humor. Everyone will respond to humor differently, but everyone agrees that self-disparaging humor is better than picking on someone else or no humor at all. But too much self-disparaging is bad because it makes you look like you have low self-esteem, which isn’t tolerated for emergent leaders. **Give an example of self-deprecating humor.**

e. Encourage others to use orientation behaviors. Orientation behaviors refer to the group’s tendency to examine the procedures it uses while engaging in the decision-making or problem-solving process and to include the use of verbal behaviors that direct members to handle conflict, make helpful suggestions, lessen tension, and facilitate agreement. In a football team in High School, the season was going terribly. The coach sat down the group to yell at them. He pointed out the star running back and said that everyone was letting down him and his hard work. After the coach left, the running back asked the team to sit and talk about what each person does that is a great talent or skill. The next day, they met with the coach to give him ideas about how their talents and skills could be better used in various plays and the entire team became stronger and better.

f. Set high standards for behavior by developing a **code of conduct** in the norms. A code of conduct is a list of behaviors everyone agrees to. A **charter** is the list of goals the group is working towards. This way everyone can be held accountable for how they act and what they’re bringing to the table towards the grp goals.

In this class, students realize that their group is exhibiting this when they haven’t contributed anything useful to an assignment and because of that, their name was removed from the assignment and they didn’t get credit.

g. Foster creativity. Get people thinking outside the box. Creativity emerges through the messages exchanged among the grp members and not just from each person’s state of mind. A group once read a book “The 5 minute manager and the monkey on his back” and started saying all things that require effort are “monkeys”. In the end, this lead to a seminal paper about something completely unrelated, but it opened the door to think about the concept with the idea that word meanings can expand over time.

One group says that when brainstorming is appropriate, they will force themselves to keep going until they get some really outlandish ideas. The outlandish ideas themselves aren’t usually the ones that end up working, but along the way, they have found that they stumble upon really good ones.

h. Celebrate successes. Enjoy the rewards of group work and member relationships. Recognize efforts put forth by members. Group members respect and like good leaders so don’t take the leader role so seriously that you jeopardize the positive effect created among group members. Milestones are important!

After a big project at a place he was working for a summer internship, the boss invited everyone who worked for him to his house for a day to just hang out. Throughout the day, the boss repeatedly told people how appreciative and impressed he was by their hard work and everyone just spent time building social cohesion.
On a competitive cheer squad, after competitions that they won or did very well, the next day they would have a “play” practice, where they could goof off and make up routines, instead of having intense practice.

Some teams go out to lunch after presentations.

After the RU Rugby team won the 2008 National Championship, the team spent all night partying and got matching tattoos to celebrate.

The 16 MBTI® Types

**ISTJ**
Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized – their work, their home, their life. Value traditions and loyalty.

**ISFJ**
Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

**INFJ**
Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

**INTJ**
Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance – for themselves and others.

**ISTP**
Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.
**ISFP**
Quiet, friendly, sensitive, and kind. Enjoy the present moment, what’s going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.

**INFP**
Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

**INTP**
Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.

**ESTP**
Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them – they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.

**ESFP**
Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

**ENFP**
Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

**ENTP**
Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one
new interest after another.

**ESTJ**
Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.

**ESFJ**
Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.

**ENFJ**
Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.

**ENTJ**
Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas

**Personality Traits and Communication Traits in Small Groups**

I. Definition of traits
   a. Communication traits - individual’s consistencies and differences in message sending and receiving behaviors
   b. Personality trait – individual’s psychological makeup comprising attitudes, values, beliefs, experiences, and behaviors

II. Communication traits
   a. Communication apprehension – a person who has high apprehension will always feel uncomfortable talking in almost all situations. A person with low will be comfortable talking in almost any situation.
      i. Trait apprehension – it’s a relatively high tension communication regardless of the situation
ii. Context based apprehension is tied to a specific context like meetings, interpersonal, public speaking. Have students give examples of when they might have been nervous, no matter who was there, perhaps a job interview?

iii. Audience based apprehension – fear depends on who the person is talking to. Give examples of when this might have happened to you: It might be superiors at work, hotties at a party, a specific person.

iv. Situation apprehension comes up in particular situations—maybe everyone else in the group has done their prep work and someone hasn’t, that person might be a bit nervous about talking to the group. Another example is when someone has lost a loved one and people get tongue-tied or stop talking to the widow/er because they’re nervous about saying the right thing.

v. Know that highly apprehensive people sometimes talk a lot because they are nervous and sometimes a minimally apprehensive person doesn’t talk at all because they’re not interested.

b. Communication style – how people use verbal and nonverbal communicative behaviors to indicate how literally others should take a message. People are usually a mix of several of these styles.

i. Friendly people are generally considered kind and caring and see others that way.
   1. PRO: This can be good for making everyone feel valued in a group.
   2. CON: It can mean that resolving conflict or making decisions at deadlines is difficult because this person doesn’t want to hurt anyone’s feelings.

ii. Impression leaving use a memorable style of communication. It may be in their words, accent, or grammatical choices.

iii. Relaxed communicators appear at ease when engaged in interactions with others.
   1. PRO: These people can give an air of “it’s cool, every can feel free to talk” in a group.
   2. CON: However, if they appear too relaxed at times when the rest of the group has a sense of urgency, they can come across as apathetic.

iv. Contentious people like to argue.
   1. PRO: They will keep the group away from making foolish decisions just to find consensus.
   2. CON: However, they may see belligerent or blocking.
v. Attentive people seem concerned with understanding others and listening effectively.
   1. **PRO:** This is great for making sure that there aren’t miscommunications at meetings because they are usually good at paraphrasing what they think the person means.
   2. **CON:** However, these people can get too wrapped up in understanding others and not participate as much as needed.

vi. Precise communicators try to be strictly accurate and use specific proof and well defined examples.
   1. **PRO:** This is great if your group is working with numbers or specific benchmarks
   2. **CON:** but can be frustrating when people want to generalize to make connections. These people will often feel the need to interrupt and correct imprecise communicators, even when the actual precision isn’t relevant.

vii. Animated use eye contact, facial expressions, gestures, body movement, and posture to exaggerate style.
   1. **PRO:** This can be good because it can give energy to the meeting,
   2. **CON:** but it can be distracting when what the person is saying should be the most important thing.
   3. These people can also take up more space than others physically at meetings, which can change power relationships among the group members.

viii. Dramatic use stylistic devices, rhythm, stories, exaggerations to underscore content.
   1. **PRO:** These people can be great at helping the group remember new material or as a presenter for projects.
   2. **CON:** However, their penchant for drama and exaggeration can cause issues with conflict resolution.
   3. Having a precise and dramatic communicator in a group may cause conflict because they are polar opposites.

ix. Open communicators are straightforward and open about their feelings and thoughts
   1. **PRO:** these people are often the most willing to deal with conflict head on and can help build trust in the group because they don’t have hidden agendas
   2. **CON:** too much open communication can lead to hurt feelings. Some self-censorship is in order.
x. Dominant communicators take charge by talking louder, long, and more frequently than others

1. PRO: These people will often emerge at leaders in a group if there isn’t a clear leader

2. CON: But their style is known for interrupting and lack of skilled turn taking, which means that they can accidentally exclude people are less dominant from the conversation. **Ask an easy question like “where’d you vacation last?”** A dominant communicator will be obvious to the class because their answer will be faster and louder than their classmates. **There was once a group where a girl who didn’t interrupt much was a clear dominant communicator. She laughed and giggled a lot and the group’s discussion would stop or get off topic when she got to laughing.** Dominant communication styles don’t have to be words.

xi. Usually people use a mix of these to create their cluster.

c. Argumentativeness – the ability to defend your position while refuting other’s positions. Highly argumentative people will often be nominated as the group’s leader. This does not include attacking the people involved, that’s

d. Verbal aggressiveness – attacking the person, not their idea. This can come from a couple of places.

i. People don’t know how to argue effectively so they just start attacking the people in frustration

ii. People think that they’ve been attacked (even if maybe they just took something a little too personally) and so they respond in like

iii. There are people who just don’t respect people in the group, regardless of their ideas and are naturally aggressive

iv. No matter the cause, **verbal aggressiveness is poison** to your group and can kill a semester’s worth of synergy in the course of one argument. The best rule is to NEVER respond to an attack (perceived or intended) with another attack. Walk away, talk about it, whatever, but you can’t take anything back once it’s said and you will ONLY make things worse

III. Personality traits

a. Machiavellianism – people with high tendencies to this see social settings as competitions and will do anything to win. They are highly persuasive, but will shift allegiances in times when it supports self gain. High Machs will influence lower machs, but having 2 high machs in a group could lead to conflict or too much agreement. As long as the goals of the high mach and the group align, they will be a strong asset for the group. As soon as they diverge, the group will suffer as the high Mach tries to manipulate and change the group (or group’s priorities) to suit his/her needs.
b. Self Monitoring - everyone has some level of self monitoring. It’s how you adapt in a social situation. **What kinds of things can you say around friends that you can’t say around your parents?** What about a boss? Using different words and more “formal” grammar is called register in Linguistics. **The more formal the grammar the higher the register.** It’s the thing inside of us that makes us want to strive for social appropriateness. Some people, however, are high self monitors. They are always paying close attention to reactions and interactions and modify their behavior appropriately. Low self monitors will pay less attention and won’t modify their communication much and will just say what they want to say regardless. **Usually the class thinks that a good leader will be a low self monitor – because they keep their heart on their sleeve, a sign of trustworthiness. However, low Sms may offend and annoying people.** High self monitoring people will be likely to be put in the role of leader because low self monitoring people present their true faces to everyone and may be liked or disliked. A little self editing can go a LONG way.

c. Self Esteem – high self esteem people will be more comfortable and confident interacting with people. DUH. Low self esteem people will often not speak up if they don’t agree with something or downplay how they feel about it. Because of this, they often rate their communication satisfaction in a group as much lower than other members. You can’t give someone self-esteem, but it is based almost entirely on social interactions so as high self esteem group members, remember to ask everyone what they think and really encourage an open minded meeting so that everyone doesn’t feel criticized because while some people can take that in stride, others can’t.

**Setting up groups**

One of the major concerns for faculty is how to set up groups. Students are notoriously busy and have differing levels of commitment to success in the course. One of the first things you will need to do is to find out more about them, and that includes finding out their schedules.

**Getting to Know You (Core 202)**

(If you feel uncomfortable answering any of these questions, you may leave that area blank. However, please complete as much as possible.)

Name:__________________________________

What you would like to be called:______________________________

Academic Major:__________________________________________

Year of study (sophomore, junior, etc):________________

Who was your professor for Core 201?_______________________

Do you have a job aside from being a student? If so, where do you work and what do you do?

__________________________________________________________________
Please rank these skills from 1 to 4, with 1 being your strongest skill and 4 being your weakest:

__Public Speaking
__Library Research
__Writing Papers
__Analyzing Arguments

What is something about you that is probably not true of other students in the class (for example, an unusual experience, hobby, skill, or interest)?

_____________________________________________________________________________________

_____________________________________________________________________________________

Favorite movie, book, or song:__________________________________________

Getting to Know You (part 2)

Times unavailable for group work. In the spaces below, please cross out times already committed to classes, work, sports practice, etc. Mark only genuine conflicts.

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Group Norms Assignment

As a group, develop a min. of 5 norms or rules your group expects each member to follow as well as sanctions or consequences of not adhering to the norms. These are your “rules” for the semester, so be sure to take your time with this assignment and ensure each group member has a chance to voice their thoughts.

** Remember to consider spelling and grammar and ensure your sanctions are appropriate!
** Be sure to include a method for notifying members if sanctions have or will be enacted. Any sanctions need to be part of your official minutes.

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Peer Evaluations

At the end of the group project, you will have an opportunity to evaluate your other group members. This evaluation will be part of their grade so it is important to have clear expectations. Beyond the norms and sanctions you have created, develop a list of behaviors or characteristics that will result in an excellent, satisfactory, or failing evaluation.

** Remember to consider spelling and grammar and ensure your expectations are realistic and clearly defined.

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COMPLETE BOTH PAGES AND ATTACH TO THE MINUTES FOR YOUR FIRST GROUP MEETING! THIS IS A GRADED ASSIGNMENT!

Researched Argument Project


Your team will choose a real-life ethical situation from Max Brooks’s *World War Z* and present it to the class in a 15-17 minute presentation. This presentation will need to:

- Identify where in *WWZ* this situation is mentioned
- Provide a real-life historical context of the situation
- Provide a current update of the situation
- Share proposed solutions to the ethical problem
- Explain whether these solutions are utilitarian, deontological, etc and why
- Explain why your group thinks Max Brooks used this ethical situation in his book

Other presentation requirements:

- All team members must speak
- Some type of visual aid must be used
- No more than 3 minutes total of video may be played
- Provide a handout with a bibliography of sources in APA

Grade breakdown (120 points total):

- Minutes and monitors’ reports (20 points)
- Individual research outline (10 points- each student graded as an individual)
- Presentation outline (10 points)
- Videorecorded rehearsal (10 points)
- Group presentation (60 points)
- Peer evaluation of group members (10 points)

**Team Policies**

Before each team meeting, designate:

- **Event Planner.** Sends e-mail to group members and Professor Small (cbsmall@radford.edu) reminding students of time, day, and location of meeting at least 24 hours in advance. Arrives early and stakes out a spot for your group to work, making sure there are enough chairs, writing spaces, computer if needed, etc.

- **Facilitator.** Keeps everyone on task and makes sure everyone is involved.

- **Minute taker.** Records the minutes of the meeting and posts them to WebCT within 24 hours of the meeting.

- **Monitor.** This person will write a reflection on how the group functioned during the meetings. The reflection is intended to share how conflicts were resolved and how each member contributed to the meeting. Reflections must be posted to WebCT within 24 hours of the meeting.

- **Please note:** Groups with 5 members will have two monitors. Each must provide an individually written reflection.

Meet and work on that week’s assignment. Students who are absent from the meeting will not get credit for completing the assignment. Students who wish to discuss the possibility of making up the assignment individually must contact Professor Small, cbsmall@radford.edu.

Review returned assignments. Make sure everyone understands why points were lost and how to improve grades for the next assignment.

Before ending the meeting, designate roles for the next meeting.

If a student misses TWO meetings during the semester, this will automatically trigger a meeting of group members with the instructors, at which the attendees will discuss whether the Zombie Clause will be invoked.

Consult with instructors if a conflict arises that can’t be worked through by the team.

Dealing with non-cooperative team members: If a team member is not fulfilling his/her obligations, first try talking it out in a team meeting. If this is not successful, arrange for the team to meet with the instructor. If the problem persists, the cooperating team members may notify the uncooperative meeting in writing that they are invoking the “Zombie Clause”, sending a copy of the memo to Professor Small. The fired student should contact Professor Small to discuss options.

Similarly, students who are consistently doing all the work for their team may issue a warning memo that they will quit unless they start getting cooperation, and a second memo quitting the team if the cooperation is not forthcoming. Students who quit or are fired must either find another team willing to add them as a member or get zeroes for the remaining assignments.

As you will find out, group work isn’t always easy—team members sometimes cannot prepare for or attend group sessions because of other responsibilities, and conflicts often result from
differing skill levels and work ethics. When teams work and communicate well, however, the benefits more than compensate for the difficulties. One way to improve the chances that a team will work well is to agree beforehand on what everyone on the team expects from everyone else. Reaching this understanding is the goal of the assignment on the *Team Expectations Agreement* handout.


**Meeting Check List:**

1. Specify the purpose of your meeting
2. Select Roles:
   a. Facilitator
   b. Scribe
   c. Timer
   d. Minutes writer
3. Set the agenda
   a. Specify purpose on top
   b. List agenda items in the order they will be discussed and how long each item will take (approximately)

**Roles**

**Facilitator:**
Listen to, clarifies, and integrates information; keeps the group focused and helps to get them back on track with the agenda. This person should never dominate the discussion.

**Scribe:**
Essentially, this person takes notes relating to decisions and discussions

**Timer:**
This person alerts the group when they have run out of allotted time, per the syllabus, for each portion of the meeting. Also helps to keep the group on task.

**Minutes Writer:**
Meeting minutes are intended to summarize what happened during each meeting, including who contributed to discussions, what points or issues were raised, and what decisions were made on particular agenda items. This person may also indicate action items on the meeting minutes, so that all members know something has to be done prior to the next meeting. This person and the Scribe often work together to compare notes before the minutes are formally typed up and sent out.

Your meeting minutes should correspond with your group’s agenda!

**Agenda Tips:**

- Specify the purpose: Make it clear why you are meeting and what the desired outcome is.
- When scheduling agenda items, consider the meeting length: If it is one hour, than all of the time indicated for each agenda item should add up to one hour.
Be sure to explain each agenda item- What is the purpose of each item (for example: ... for discussion); be specific regarding how people should prepare, include the time for each item, and identify the person who will facilitate that portion of the meeting.

Consider your meeting format: Are you going to meet face to face? Are you going to meet online?

Make sure to distribute the meeting agenda at least one day in advance of meetings!

Meeting Minutes Tips

Summarize the meeting- This can establish a clear agenda for the following meeting!

Clearly indicate action items, or those items that need to be followed up on. Include dates and who should submit what to whom.

Some meetings will only require “simple minutes,” which simply summarize discussions, decisions made and action items.

Team Expectation Agreement

*Be thorough, yet realistic. “We will never miss a meeting no matter what” or “We will get A’s on every project” are probably unrealistic. “In case of an emergency, I’ll contact a team member” and “We will come to team meetings having completed our homework” are more attainable.

What makes someone an excellent team member?

What makes someone a poor team member?

If you unexpectedly need to miss a meeting or deadline, how will you contact your group members? Be very specific.

If you are unhappy with a team member’s quality of work, how will you address the issue?

How late can someone be and still be counted as ‘present’ at a meeting?

If a team member is unprepared for a meeting, what will you do?

Signed:

*Give one copy of this sheet to instructors. Have minute taker for this meeting post a copy to your Discussion thread in Desire2Learn.

Group Research Project - Maria Bowling

GENERAL REQUIREMENTS:

- Must last 15-20 minutes (5 pt. penalty for being over or under, be sure you rehearse)
- Must include two video links, two web links
- Must include a Reference page, copies of sources and detailed outline with citations and transition statements (due at presentation time)
- Must require each member to have an equal share in giving the presentation
- May be embedded in your Project site or saved separately as a Power Point
CONTENT: Your presentation must provide an overview of your issue and why it is controversial. You will identify several stakeholders and present their arguments. You will identify the ethical reasoning behind their arguments. Finally, you will propose the solution that you think is the most ethical and defend it.

You may use your video links in several ways: as an opening “grabber,” to illustrate the position of a stakeholder, to demonstrate the pathos involved in an argument, or to illustrate the positions of stakeholders. Be sure to keep videos short and to the point; they shouldn’t take up more than 3-4 minutes of your total presentation and should not present more information than is needed to illustrate your point.

You should use the web links in similar ways. You may want to show a stakeholder’s web site as you describe their views or to back up your analysis of their ethical reasoning, or perhaps to show the emotional appeals behind their position.

GROUP WORK AND CONTRACT: You will establish a contract that specifies group member expectations and how you will handle members who do not work productively with the group. I will review your contract and hold you to it. As much as possible, the group should handle its own personnel problems, but you may call me in if necessary. Please notify me immediately if you are about to fire someone. If you are fired, I will give you an alternate assignment that will guarantee that you to make up for hours you did not work productively as a member of your group.

All members will perform tasks associated with their role for the week. Roles will change in this order: Agenda editor>Facilitator>Scribe>Web editor (>Research coordinator* for groups of five only)

GROUP ROLES:

- Agenda Editor- Posts agenda to web site at least 48 hours prior to each group meeting. Agenda must give an estimated time limit for each item. Items should include 1) review and approval of site changes, 2) approval or changes of minutes, 3) discussion of research including identification of stakeholder arguments and ethical reasoning, 4) a list of group member assignments that are due for that meeting (in addition to the jobs associated for each role, i.e., Frankbring two more academic articles, Jane-bring a web site suggestion for stakeholders one and two) , 5) other?... LAST) always end with a few minutes to set agenda and assignments for next meeting
- Facilitator-Runs the meeting, goes through each agenda item, encourages participation from all members, runs discussion, ends meeting with discussion of agenda for next meeting and member assignments. Posts participation report within 48 hours of meeting. Must specify who had what role, attendance and lateness information, and a phrase about how much each member participated. See attachment.
- Scribe-Posts meeting minutes on site within 48 hours, including a sentence or more for each agenda item. Includes decisions made and results of discussions.
• Web editor—Performs assigned tasks to update project site including adding pages as necessary and linking necessary material. As your group gets into constructing your presentation, the Web editor will coordinate the project work that needs to be done for the week.

• Research Coordinator (groups of five only) – Serves as holder of all research, takes on the most challenging of research tasks for the week, seeks research help from instructor or McConnell library staff as needed. Assesses progress toward research goals and identifies needs (i.e., we’ve got good information on X, but we need to get more info on Y).

MEETINGS: You will meet at least once per week for seven weeks. The first few meetings should focus on finding and sharing the information that you need. The last 3-4 weeks should focus on putting together the presentation, although there may be a couple of ongoing research goals. Between meetings five and six, you will have a group/instructor meeting where I will review your progress and we can problem solve issues any that you may have. By that time, you should have the basic structure of your presentation decided. The last two weeks should focus totally on putting together and practicing your presentation.

PRESENTATION: As you compose slides for your presentation, be sure that you don’t overwhelm your audience with too much information on each slide or too many distracting bells and whistles. After you present the overview of your topic, I suggest that you organize the rest of the information around particular stakeholders, starting with the most prominent or powerful ones. Be aware of using appropriate transitions to guide the audience through, such as, “Now Kayla is going to share the views of two other groups involved in this controversy, the Giles County Board of Supervisors and the American Electric Power company.” More details on the actual presentation will be given in class.

GROUP EVALUATION: After your presentation, you will fill out an evaluation of your group’s performance, including a rating of each group member’s contributions. The class will also rate your presentation. Your final grade will be a composite of your evaluations from your group members, your audience, and me. My evaluation will include my monitoring of your project site throughout the project.

GROUP PROJECT GRADING (revised from syllabus)

Group notes and project site: 70

Group/Instructor conference (all members present-10, outline complete-10, member jobs assigned-10, video clips identified-10, web sites identified-10) 50

Presentation 100

Portfolio 80
(copies of sources-10, list of meeting dates-10, group member reviews-20, presentation outline-20, hard copy of Reference page-20)
Chapter 8 - Sample Syllabi

In this chapter you will find sample syllabi from experienced Core 201 and 202 instructors. The following checklist contains each element that is required for your syllabus:

From the Teaching and Research Faculty Handbook:

“Faculty members will inform students, orally and in writing, of their course requirements, attendance, and grading policies during the first week of the semester. Students must be provided the opportunity to examine and discuss with their professor written examinations and other materials used in the grading process” (Section 2.8).

Required for all Core 201 courses:
- Required materials: Core A Handbook
- Textual Analysis
- Persuasive Speech
- Annotated Bibliography
- Researched Argument Paper
- Reading Logs
- Scheduled Library Instruction Workshop (make sure you have the date confirmed with Candice before putting it in your syllabus)

Required by RU:
- Honor Code statement

Sample: Academic integrity is an essential part of any institution of learning. Radford University utilizes an Honor Code in which students are expected to conduct themselves in an ethical manner while in residence at the University. The Honor Code outlines certain actions or activities that are inconsistent with the expected standards of academic integrity, including: Lying; stealing and possessing unauthorized material; cheating; fabrication and falsification; multiple submission; abuse of academic material; complicity in academic dishonesty; and plagiarism.

The Honor Code provides an essential framework that guides actions during the classroom learning experience. As such, the Honor Code, and an individual commitment to the Honor Code, allows for the trust that is vital to the learning experience. I take the Honor Code very seriously, and will diligently uphold it. You should, too. If you are unclear, at any time, about the RU Honor Code and the expectations it expresses, please speak with me, and we will find the answers to your questions. If you violate the Honor Code on an assignment, you may be assigned an "F" for the course, regardless of your point total. Please take academic integrity seriously.
Disability Resource Office statement

Sample:
If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to register with the Disability Resource Office (DRO). The DRO is located in Tyler Hall, Room 32. The phone number is 831-6350. To receive academic accommodations for this class, please obtain the proper DRO forms and meet with me at the beginning of the semester.

Office hours (one hour for each course)

Attendance policy (at your discretion)

Graded activities and point values/weights/etc.

Grading scale

Other Areas to Consider:

Other required assignments and materials

Contact information

Late work policies

Technology (i.e., cell phone/laptop) policies

Other policies

Schedule of classes

LARC statement

Sample: The Learning Assistance and Resource Center (LARC), located in 125 Walker Hall, is open to all students Monday through Friday from 9 a.m. until 5 p.m. Certified, trained tutors provide help with basic study skills, writing, and content-specific material. An appointment is necessary and can be made by calling 831-7704 or by stopping by the center. Online help is also available for many subjects. Call for more information.

Emergency Management Statement

Sample: To promote emergency preparedness: Sign up for the RU Alert notification system; know safe evacuation routes from your classrooms; listen for and follow instructions from RU or other designated authorities; be familiar with emergency policies and procedures; and know the phone number for the RU Police Department (540-831-5500). Additional information is available from the RU Office of Emergency Preparedness.
In the event of a University-wide emergency, course requirements, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, class materials, due dates, assignments, and/or course policies.

(for additional information, see: http://www.radford.edu/content/emergency-prep/home.html)

For the sample syllabi, we will begin with a sample Core 102 syllabus in order for you to see what the expectations are at that level and what we might expect that students have been taught. Granted, how well they learned and how much they remember (or claim to remember) is out of our hands.

Core 102-24 Advanced Written and Oral Communication

Dr. Frank Napolitano  
Office: Russell 139

MWF 11:00-11:50 A M  
Office Hours: TR 10-11AM and by appointment

Young Hall 321  
Office Phone: 831-5269

fnapolitano@radford.edu  
Campus Box 6935

Goals and Objectives for 102: Why Take This Course?

This course will further develop the writing and speaking skills that you began developing in Core 101. You are going to learn how to form and support arguments while acknowledging the underlying assumptions that people bring to those arguments. The course will also introduce you to basic elements of logic and their use in persuasive writing. You’ll continue to develop competency in information literacy and will learn the basic mechanics of public speaking by making an informative presentation. This course replaces ENGL 102, and students cannot receive credit for both CORE 102 and ENGL 102.

Required Materials

Course Theme: **Monsters!**

What do you consider monstrous? What scares you the most? This course will examine the theme of the monstrous in contexts fantastic (*Frankenstein*), contemporary (*Doubt*), scientific, and everywhere in between. We’ll learn that what we consider to be monstrous is often a reflection of our darkest natures or capacities. The various fictional works that discuss the monstrous are often representative of the anxieties that we hold deep inside us about our capacities to do what we never thought ourselves capable of doing. Please keep in mind that while I’ve chosen a theme for the course, I still would encourage you to explore your own interests and make your own connections in our readings. This is your course as much as it is mine.

**Class Decorum**

Because we will all be learning together, it is important that everyone feels comfortable and safe in class. Be advised, then, that any comments or actions that could make anyone (including me) feel uncomfortable or unsafe will not be tolerated. This includes remarks that show a lack of respect for the feelings and remarks of others, as well as any comments that demean others by virtue of race, ethnicity, gender, religion, sexual orientation, physical appearance, political affiliation, and the like. Of course, you are welcome (indeed, expected) to disagree with one another, but to do so in a manner that is not personal or power-based. If, after a verbal warning, the disruptive behavior persists, you may be charged with disruptive behavior under the Student Conduct Code, and your case referred to the Dean of Students. I include persistent tardiness among disruptive behaviors. Be on time and come to class prepared to actively discuss the assigned readings and your writing.

About wireless devices such as cell phones, iPods, and laptops:

- Please turn off phones at the beginning of class. In case of extenuating circumstances (an ongoing family emergency, etc.), let me know beforehand. Students whose phones ring during class must bring in snacks for everyone in the class during our next meeting.
- **DO NOT TXT MSG DURING CLASS. Anyone doing so will be asked to leave.**
- You may NOT use your laptop in class, unless a): you have documentation showing your need for such an accommodation; or b): I ask you to bring your laptops in for class work.

**Required Work**

Four Major Projects, with Process

**Textual Analysis Project, in three parts (20%)**

This project builds on the skills that you learned in the first textual analysis project in CORE 101. You will analyze a primary text alongside secondary texts that comment on it in order to uncover the relationship between a text and its scholarship. You also will evaluate the texts as arguments with logical structures, explicit and implicit assumptions, and supporting evidence. In these papers you will paraphrase and quote from the texts.

**Informative Speech (20%)**
Students will present an informative speech on a given topic. In the course of that speech, they will report on the reliability of collaborative web content applications (e.g. Wikipedia) and other print and online sources. Students will evaluate these entries in terms of their credibility, reliability, and accuracy. The presentation will develop students’ ability to prepare and deliver a speech to an audience. This project may be connected thematically or topically with the researched argument project.

**Researched Argument (30%)**

In this project, students will write a research paper in which they will first conduct research in order to answer a research question and then argue a thesis related to their topic. A visit to the Radford University library and exposure to its various research tools, such as the computerized catalog system, major indexes, and electronic sources orient the students to the library's offerings. Students are encouraged to design their own research projects in conjunction with personal interests and/or the theme of the course. Instructors assess the various steps in the research process as well as the finished product, and students report on their research both orally and in writing. They will prepare annotations of their sources and a working bibliography.

**Discussion Questions and Quizzes (10%)**

Pop Quizzes will be administered at the start of class and no quizzes will be re-scheduled for any reason. Quizzes may cover not only assigned readings but may also review previous weeks’ material, including concepts, readings, and grammar.

**Class Participation (10%)**

This category also includes in-class writing and any other assigned homework. All homework is due at the beginning of class and may/may not be collected at my discretion. All readings on the course schedule are to be completed for the day that they are listed. You are expected to keep up with all of the readings. Please note that I distinguish between participation and attendance.

**Attendance (10%)**

Your regular attendance is not only appreciated, but expected. Hence, attendance is mandatory for an "A" in this course. Here are my policies:

- A student who misses more than three (3) classes will receive no credit for attendance (10% of the final course grade).
- **A student who misses more than six (6) classes will fail the course.**
- As a rule, I do not distinguish between excused and unexcused absences. I am, however, a human being. If circumstances beyond your control force you to miss an unexpected number of classes, please talk to me. I want you to do well in this class, as long as you put forth your best efforts to do so.
- Please note: I do not discuss weighty issues such as grades or grade appeals via email. If you wish to discuss any of the above, please schedule an appointment or come by during office hours to discuss these important issues face-to-face.

**Grading Scale Used to Assign Final Grades**
Letter grade equivalents at the end of the semester will be determined as follows:

- 90-100 % = A
- 80-89 % = B
- 70-79 % = C
- 65-69 % = D
- 0-64 % = F

**Late Work**

- Unless arrangements are made with me beforehand, late papers will be docked a full letter grade per calendar day and will not be accepted after three (3) calendar days (not class meetings). If the work’s lateness is the result of circumstances beyond your control, please talk to me!
- All late work must be submitted in the “Late Work” folder on D2L. Since it’s too easy for me to lose individual emails, I won’t accept late work that way.

**Academic Integrity**

**University Honor Code:** By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. This class will be conducted in strict observance of the Honor Code. For details, familiarize yourself with the links on Academic Integrity on the following page maintained by the Office of the Dean of Students: [http://www.radford.edu/%7Edos-web/academicintegrity.htm](http://www.radford.edu/%7Edos-web/academicintegrity.htm).

- **Plagiarism:** Guard against plagiarism in all its forms. Using someone else’s exact words without giving him or her credit is plagiarism. (Giving credit for quotations requires *both* the use of citations and the use of quotation marks or the block quotation format). But remember that taking someone else’s ideas or arguments or information without giving him or her credit is also plagiarism. (Giving credit for ideas, arguments, and information requires the use of citations.) Finally, regardless of whether you are quoting or paraphrasing or putting ideas and information into your own words, *any* source that you consult in the course of preparing a paper must be listed in a bibliography. If you have not familiarized yourself with the Library Tutorial modules on [Academic Integrity](http://www.radford.edu/%7Edos-web/academicintegrity.htm) and [Information Ethics](http://www.radford.edu/%7Edos-web/academicintegrity.htm), then you are expected to do so now. Penalties for plagiarism range from failure on the assignment to expulsion from the university. Turning in a paper that you wrote for another course can also be an academic integrity violation if you have not obtained permission from both instructors to do so.

**Documentation of Papers:** Papers that draw on sources will not be accepted for a grade unless they are handed in with accurate, complete, and correct documentation consisting of *both* parenthetical citations and bibliography pages that list the works that you have consulted and cited. In addition, any direct quotations must be signaled by the use of either quotation marks or the block quotation format. I consider our textbooks to be sources, so papers that respond to readings fall under this guideline.

**Student Athletes**

Please be advised that it is against NCAA policy for a student athlete to miss class in order to attend a practice. If your practice schedule conflicts with this class, you need to see your adviser in order to change sections. As far as actual games are concerned, if you must miss class in
In order to participate, you may receive credit for homework and papers due on the relevant dates if you do the following: (1) provide me with documentation that you are required to miss a class prior to the date you will be absent, and (2) submit in advance any homework or papers that fall due on the date that you will be absent. The second requirement will prevent you from falling behind your class requirements, for you will return to class in sync with the other students in the course.

Students with Disabilities

If seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Resource Office (DRO). The DRO is located in the Center for Counseling and Student Development on the lower level of Tyler Hall, and can be reached by telephone/voicemail at 831-6350. To receive academic accommodations for this class, please obtain the proper DRO form and meet with me at the beginning of the semester.

LARC

The Learning Assistance and Resource Center (LARC), currently located (they may be moving) in 126 Walker Hall, is open to all students Monday through Friday from 9 a.m. until 5 p.m. Certified, trained tutors provide help with basic study skills, writing, and content-specific material. An appointment is necessary and can be made by calling 831-7704, emailing larc@radford.edu, or IMing “rularcappt”.

Religious Holidays

Please contact me early in the semester if there is a conflict between this class and your religious observances. This is especially important when a holiday conflicts with the due date for a major assignment or exam.

Please note: Class announcements of all kinds will go out via the class e-mail alias. If you do not plan to regularly check your university mailbox, you should arrange to have your mail forwarded to the mailbox that you do use routinely. It will be each student’s responsibility to keep informed of class announcements.

Schedule for Spring 2012

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In-class Topics</th>
<th>Readings Due</th>
<th>Written Work Due</th>
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<tr>
<td>1</td>
<td>1/16</td>
<td>MLK Day: No Classes</td>
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<td></td>
<td>1/18</td>
<td>Course Introduction</td>
<td>Syllabus Overview</td>
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<tr>
<td>1/20</td>
<td>• Our words in context&lt;br&gt;• Plagiarism&lt;br&gt;• Examples of student writing</td>
<td>• <em>Rewriting</em> Intro, pp. 1-12&lt;br&gt;• <em>Handbook</em>, Appendix C</td>
<td><strong>Focus Question: Both Groups</strong></td>
<td></td>
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<tr>
<td>Page</td>
<td>Date</td>
<td>Reading Notes</td>
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| 2 | 1/23 | - *Frankenstein*;
- Men, Women, and the “anxiety of influence”
- Close Reading
- Percy Shelley’s Preface to *Frankenstein*, pp. 5-6
- Mary Shelley’s Intro to the 3rd edition, pp. 169-73.
- Handout: How to Do a Close Reading |
|    | 1/25 | “What’s this book about?” *Rewriting*, Chapter 1: “Coming to Terms” |
|    | 1/27 | *Frankenstein* *Frankenstein* Vol. 1, chapters 1-3. |
| 3 | 1/30 | *Frankenstein*; In Informative Speech Assignment Distributed *Frankenstein* Vol. 1, chapters 4-8; |
|    | 2/1 | *Frankenstein* *Frankenstein* Vol. 2, chapters 1-5; |
|    | 2/3 | *Frankenstein* *Frankenstein* Vol. 2, chapters 6-9 |
| 4 | 2/6 | *Frankenstein* *Frankenstein* Vol. 3, chapters 1-5 |
|    | 2/8 | - *Frankenstein*;
- Understanding an argument
- *Frankenstein*, to end;
- *Handbook*, Sections 102-1, 2, 3, 4, and 5 |
|    | 2/10 | - Read about *Frankenstein*
- William Veeider: “The Women of *Frankenstein*” (Hunter, p. 271-73); 
- *Rewriting*, Chapter 2: “Forwarding” |
| 5 | 2/13 | - Read about *Frankenstein* Anne K. Mellor’s “Possessing Nature: The Female in *Frankenstein*” (Hunter, p. 274-86) |
|    | 2/15 | Further discussion of various critics’ viewpoints Barbara Johnson’s “My Monster/My Self” (handout) |
|    | 2/17 | - Further Discussion of articles
- Monsters in the movies Continue Discussing Johnson |
<p>|    | 2/20 | Expanding the definition Readings from <em>Stiff</em>: “Crimes of Anatomy” |
|    | 2/22 | Further Expanding the Definition “Frankentalk: <em>Frankenstein</em> in the Popular Press of Today” |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>2/24</td>
<td>In-class work on TA3, Final Assignment Distributed</td>
<td>In-class work on TA3</td>
</tr>
<tr>
<td>2/27</td>
<td>• Intro to the College-level Research Paper; • Developing a Research Plan; • Choosing a Topic;</td>
<td>• <em>Handbook</em>, Sections 102-7, 8, and 9</td>
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<tr>
<td>2/29</td>
<td>Researching, Cont.; Annotated Bibliographies Library Orientation Today: Meet in McConnell Classroom B</td>
<td>Library Orientation Today: Meet in McConnell Classroom B</td>
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<tr>
<td>3/2</td>
<td></td>
<td>Textual Analysis 3 (Responding to Johnson) Due</td>
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<tr>
<td>3/5</td>
<td></td>
<td>SPRING BREAK</td>
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<td>3/7</td>
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<td>SPRING BREAK</td>
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<tr>
<td>3/9</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>3/12</td>
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<td>Bibliography and 1 Annotation Due</td>
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<tr>
<td>3/16</td>
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<tr>
<td>3/19</td>
<td>Discuss <em>Doubt</em></td>
<td><em>Doubt</em>, Preface and Acts 1-3 FQ: A</td>
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<tr>
<td>3/21</td>
<td>Discuss <em>Doubt</em></td>
<td><em>Doubt</em>: Acts 4-5 FQ: B</td>
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<tr>
<td>3/23</td>
<td>Watch film version of <em>Doubt</em></td>
<td>Annotations 2-4 Due</td>
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<tr>
<td>3/26</td>
<td>Finish film version of <em>Doubt</em></td>
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<tr>
<td>3/28</td>
<td>Speaking to Inform; Developing Your Speech</td>
<td><em>Handbook</em>, section 102-14, 15</td>
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<tr>
<td>3/30</td>
<td>Building Your Confidence as a Speaker</td>
<td><em>Handbook</em>, section 102-16</td>
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<tr>
<td>4/2</td>
<td>How am I supposed to write this paper? Rewriting, Chapter 4: “Taking an Approach”</td>
<td>FQ: Both</td>
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<tr>
<td>4/4</td>
<td>Speech Sign-up</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>4/6</td>
<td>Informative Speech Preparations</td>
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<td>4/9</td>
<td>Informative Speeches</td>
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<td>4/11</td>
<td>Informative Speeches</td>
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<td>4/13</td>
<td>Informative Speeches</td>
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<tr>
<td>4/16</td>
<td>Draft Conferences</td>
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<td>4/18</td>
<td>Draft Conferences</td>
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<td>4/20</td>
<td>Draft Conferences</td>
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<tr>
<td>4/23</td>
<td>Revising</td>
<td></td>
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<tr>
<td>4/25</td>
<td>Bring Revised Drafts to Class</td>
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<tr>
<td>4/27</td>
<td>Final Paper Due</td>
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Core 201 Topics in Critical Inquiry - Candice Benjes Small

**Credits:** Three hours lecture (3)

**Prerequisite:** Dual enrollment credit for the equivalent of Core 101 and 102

**Course description:** Further development of students’ skills in critical thinking, including a rigorous introduction to informal fallacies, deductive logic and inductive reasoning. Students will also learn how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication and creation their own arguments.

**Section 01. Last Lecture: Taking Advice**

**Semester:** Fall 2011

**Meeting Time:** 10:00 am- 10:50 am MWF

**Room:** Young Hall 311

**Instructor:** Ms. Candice Benjes Small, Coordinator, Information Literacy and Outreach

**Office:** 338 McConnell Library (down the hall behind the reference desk)

**E-mail:** cbsmall@radford.edu

**Office hours:** Wednesdays 4-5 pm, Fridays 9-9:45 am

**Required Textbooks:** *University Core A handbook*. (2010). New York: Pearson. {This has a red cover. Do NOT purchase the one with the white cover.}

**Other Required Materials:** You will need a computer with Internet access and updated Flash in order to access D2L, our learning management system. You will also need adequate printing money to print readings and assignments as needed. Printers and computers are available in the university’s computer labs.

**Structure of class:**

There are two approaches to teaching: sage on the stage (professor lectures, students take notes) and guide on the side (students actively participate in the learning, while the professor facilitates the interactions.) While both approaches have their uses, a course meant to further students’ development of critical thinking skills cries out for students to take an active role in class.

I’ve designed this class to minimize lecture. Rather than transmit content to you verbally, I expect you to read carefully the assigned articles and book chapters that contain the content. In response to past students’ requests to have more guidance in reading, I’ve created D2L quizzes for you which reinforce the main points. In class, I will not waste our time by re-iterating the reading; instead, we will use what you’ve read and apply it in activities. Class participation and discussion are essential.

As your guide on the side, I will help you over ‘brick walls’ that you will encounter, both in and out of class. However, I also expect you to first make a good-faith effort to solve problems on your own. Don’t know how to turn your Word Perfect file into a .rtf file? Can’t figure out how to resize an image in PowerPoint? That’s why Google was invented. Don’t know what ethos means? Can’t remember how to cite a book? What do I mean by ‘outline’? That’s why the Core A Handbook exists. If you’ve consulted other sources and can’t find an answer, then e-mail me. Just be prepared to answer if I respond: Where have you checked already?

**How to succeed in this class:**

In class:
- Be present- both physically and mentally. Engage in the discussions and class activities.
- Be prepared. I have designed the class building off of the homework assignments and readings. If you do not complete them, you will be lost.
- Take notes. Your Univ100 textbook has some good advice to help you in this area.
- Ask questions. If you are confused, it is likely some of your classmates are, too.

In between class times:
- A college credit hour is defined as a minimum of one hour of in class instruction plus two hours of out of class work. This adds up to at least six hours of “homework” a week for each three credit hour class. For many students, it can be hard to decide how best to use that time: Reviewing your class notes: Between each class period, you should review your notes. Do you have any questions to ask during the next class period? Is there anything that you didn’t quite understand or didn’t write enough notes to remember what was talked about? Can you summarize the general topic? Can you explain all of the concepts in your own words? Are you confused enough that you should visit my office hours?
- Readings: Carefully and critically read the assigned articles and chapters for class. Engage with the reading through note-taking and other critical reading strategies (See HB: 102-5 for some tips.) Look ahead- if there’s a lot of reading due on one day of class, don’t wait until the night before to start the reading.
- Assignments: The assignments are meant to have you apply the skills learned in this course. Procrastination is your enemy.
Academic Integrity:
Scholastic integrity and the honor code will be enforced. No cheating, copying, or plagiarism will be tolerated. If such an act occurs, it will be handled in accordance with Radford University governing policies. Depending upon the severity of the offense, you will receive an F for the assignment/exam or an F in the class, and the Dean of Students office will be notified.

Appropriate classroom behavior:
Please be respectful of your classmates and instructor. This includes arriving to class on time and refraining from disruptive behavior. (See the Missed Classes and Technology sections of this syllabus for specific examples of inappropriate behavior.)

During student and guest speaker presentations, you need to model proper audience behavior. Anyone who is seen to be texting, sleeping, doing work for other classes, etc. will have 5 points for each instance deducted from his or her final grade without a formal warning.

Missed Classes:
Because class discussion and participation are major components of this course, attendance is expected. Being present means you are here physically AND mentally. Sleeping, doing other class work, texting, etc. is inappropriate. Students who engage in these types of practices will be marked absent for the day and may lose points from their grade.

If you miss class, ask a fellow student for the notes. It is inappropriate to e-mail a professor and ask, “Did I miss anything?”

Assignments are to be submitted electronically through D2L unless otherwise stated; being absent does not give you an extension.

Please note that in-class pop quizzes and participation points cannot be made up for any reason.

Late Assignments:
Unless you have a family or health emergency, late assignments will not be accepted. This late policy applies to everyone regardless of the reason. Technology problems, such as printing issues, do not count as emergencies.

Technology:
In the classroom: Laptops may only be used with advance permission of the instructor. Cell phones, iPods, etc are not permissible.

Outside the classroom: I send e-mails about assignments, reminders about meetings, etc to the class listserv set up by RU. You are responsible for checking your RU e-mail regularly to receive this information. (Make sure you keep your inbox from getting too full so the e-mail doesn’t bounce.)

D2L: D2L requires a computer with Flash. If your personal computer does not play well with D2L, plan to use the university computer labs.

Assignments will be submitted to D2L unless otherwise stated. Students are expected to keep backup copies of all electronically submitted work. I strongly advise you to save copies on your H drive and to retain copies of e-mail sent to me in your Sent-Mail box.

All word documents must be submitted as a .doc, .docx, .rtf, or .pdf. If you submit in another file format and I cannot open it, you will receive a zero for the assignment.

24/7 Rule:
Students who are dissatisfied with a grade on any assignment may request a grade review following these procedures:
1. Student must wait at least 24 hours after the return of a graded assignment before requesting a grade review.
2. The request must be received within 7 days after an assignment has been returned.
3. E-mails requesting explanations will not be responded to; students must set up an appointment to discuss the grade or issue.
4. Under no circumstances will grades be discussed in class.

Extra Credit:
A small amount of extra credit opportunities will be given during the semester. Extra credit will only be offered to the whole class, not to individual students. No extra credit will be available after the last day of classes.

Extra Deductions:
If you violate the terms of this syllabus, you will receive a warning, either in person or by e-mail (sent to your RU account). Further violations will result in points deducted from your final grade.

Assistance:
Office Hours: My office hours are ‘drop in’ times where you can just show up to ask questions or discuss the course. If my office hours are incompatible with your schedule, you can e-mail me to set up an appointment. You may also e-mail me, but note that 1) I will not discuss grades over e-mail and 2) I don’t check my e-mail very often outside of regular working hours (Monday-Friday, 9-5).

Disabilities Resource Center: Please contact the Disabilities Resource Center if you feel that you qualify for any classroom accommodations. I will be happy to help you with these accommodations as soon as I receive the appropriate paperwork and we meet to discuss your needs.

LARC: The Learning Assistance and Resource Center can help you with tutoring needs. Please contact them at 831-7704 or IM RULARCappt to make an appointment.

TRIO/Student Support Services: If you are a first-generation student, low income, and have a documented disability, you may qualify for the Student Support Services, which provides additional educational assistance. To see if you qualify, stop by the SSS office in Buchanan House.

Handbooks: Your Univ100 textbook and your Core A Handbook have numerous readings on study skills. If you are struggling, read up on some alternative strategies.

Evaluation:
Grades are based on your performance on quizzes, exams, assignments, and class participation.

- D2L quizzes: 60 points (5 points for each quiz in which you get 80% or higher)
- In-class participation and pop quizzes: 50 points (5 points each)
- Last Lecture Reflection: 10 points
- Textual Analysis: 50 points
- Annotated Bibliography: 50 points
- Researched Argument Paper: 100 points
- Persuasive Speech: 50 points
- Reading Logs: 50 points (10 points each- reading logs related to your research paper are graded within annotated bibliography)
- Speech Analyses: 30 points (10 points each)
• Comprehensive Final: 50 points

TOTAL: 500 points Scale: A 90-100%; B 80-89%; C 70-79%; D 60-69%; F 59% or below

The Researched Argument Paper and Persuasive Speech are the major capstone projects for Core 201. Failing either of these projects will result in an automatic “F” for the course.

Violations of the syllabus may also affect your final grade (see Appropriate Classroom Behavior, Technology and Extra Deductions policies).

Assignments in Detail:

D2L Quizzes:

The D2L quizzes accompany assigned readings. They are online and are open book. They must be completed before class. They serve as your ‘entry ticket’ to class, too, as you need to complete the readings in order to participate. Take each quiz as many times as you need to achieve an 80% or higher. You will receive 5 points for each quiz that meets this requirement. There are 12 quizzes total.

In-class quizzes and participation:

Throughout the semester, I may give pop quizzes and collect in-class worksheets. These are unannounced, and may not be made up if you miss class.

Textual Analysis:

In a 3-5 page essay, you will analyze an argument using the principles of logic and rhetoric that we learn in class. Outside sources must be used and correctly cited.

Researched Argument and Annotated Bibliography:

In this project, you will use a combination of general interest and scholarly sources derived from library databases in order to conduct research on a conventional piece of advice. You will then argue whether this is good or bad advice in an 8-10 page research paper and annotated bibliography.

Persuasive Speech:

Using the topic from your researched argument, you will perform a Pecha Kucha (five minute automated PowerPoint presentation of 15 slides.) This will be a persuasive speech that should use ethos, logos, and pathos.

Reading Logs:

Throughout the semester you will critically read and respond to a series of texts according to given guidelines. Reading logs are intended to provide you with opportunities to engage with the texts and help you develop the skills you will need for the textual analysis, researched argument, and persuasive speech.

Speech Analyses:

You will analyze the rhetorical devices of a series of speakers throughout the semester using a given worksheet:

1. Sam Minner, Provost of RU
2. Speaker TBA
3. One of your Success Starts Here programs from Univ100 (must be turned in no later than 48 hours of the program)

Schedule for Fall 2011 (may be subject to change)

Textbook code: HB = CORE A Handbook (red cover); Other readings are in D2L
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Welcome and introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/31</td>
<td>What is critical thinking</td>
<td>HB 4-5, 101-102</td>
<td>D2L Quiz 1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>D2L: Hallinan chapter</td>
<td>Topic suggestion posting</td>
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<tr>
<td></td>
<td>9/2</td>
<td>Barriers to critical thinking</td>
<td></td>
<td>Reflection paper on Last Lecture</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>What is critical reading</td>
<td>D2L: Yaniv article</td>
<td>Yaniv reading log</td>
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<tr>
<td></td>
<td>9/7</td>
<td>Persuasion</td>
<td>HB: 272-284</td>
<td>D2L Quiz 2</td>
</tr>
<tr>
<td></td>
<td>9/9</td>
<td>Neuromarketing</td>
<td>D2L: Addis article</td>
<td>Addis reading log</td>
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<td></td>
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<td></td>
<td>Bring your 'buyer’s remorse' item</td>
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<tr>
<td>3</td>
<td>9/12</td>
<td>Lecture: Dr. Sam Minner, Provost</td>
<td>HB: 285-293</td>
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<td></td>
<td>9/14</td>
<td>Audience Analysis</td>
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<tr>
<td></td>
<td>9/16</td>
<td>What is an argument</td>
<td>HB: 211-216</td>
<td>D2L Quiz 3</td>
</tr>
<tr>
<td></td>
<td>9/19</td>
<td>Identifying arguments</td>
<td>D2L: Analyzing Arguments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/21</td>
<td>Research project</td>
<td>D2L: Ariely chapter</td>
<td>Ariely reading log</td>
</tr>
<tr>
<td></td>
<td>9/23</td>
<td>Class will not meet. Complete the assignment on D2L</td>
<td></td>
<td>Research Proposal D2L assignment</td>
</tr>
<tr>
<td>4</td>
<td>9/26</td>
<td>Inductive and Deductive arguments</td>
<td>HB: 217-228</td>
<td>D2L Quiz 4</td>
</tr>
<tr>
<td></td>
<td>9/28</td>
<td>Evaluating Sources</td>
<td>HB: 262-266</td>
<td>D2L Quiz 5</td>
</tr>
<tr>
<td></td>
<td>9/30</td>
<td>Split-second decisions</td>
<td>D2L: Gladwell chapter</td>
<td>Gladwell reading log</td>
</tr>
<tr>
<td>5</td>
<td>10/3</td>
<td>APA and Refworks</td>
<td>D2L module: APA</td>
<td>D2L Quiz 6</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Bring your handbook</td>
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<tr>
<td></td>
<td>10/5</td>
<td>Lecture: Bonnie Auditorium</td>
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<td></td>
<td>10/7</td>
<td>Library Workshop</td>
<td></td>
<td>Speech Analysis</td>
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<tr>
<td>6</td>
<td>10/10</td>
<td>Avoiding Plagiarism</td>
<td>D2L Module: Avoiding Plagiarism</td>
<td>D2L Quiz 7</td>
</tr>
<tr>
<td></td>
<td>10/12</td>
<td>Evaluating Research</td>
<td>HB: 244-254</td>
<td>Reading logs for articles #1-3</td>
</tr>
<tr>
<td></td>
<td>10/14</td>
<td>Understanding Statistical Research</td>
<td>HB: 229-239</td>
<td>D2L Quiz 8</td>
</tr>
<tr>
<td>7</td>
<td>10/17</td>
<td>Logos and logos fallacies</td>
<td>HB: 255; 257-260 (focus on the logos fallacies)</td>
<td>D2L Quiz 9</td>
</tr>
<tr>
<td></td>
<td>10/19</td>
<td>Ethos and ethos fallacies</td>
<td>HB: 257 (focus on the ethos fallacies)</td>
<td>D2L quiz 10 Reading logs for articles #4-6</td>
</tr>
<tr>
<td></td>
<td>10/21</td>
<td>Pathos and pathos fallacies</td>
<td>HB: 255-256 (focus on the pathos fallacies)</td>
<td>D2L quiz 11</td>
</tr>
<tr>
<td>8</td>
<td>10/24</td>
<td>Research Day</td>
<td></td>
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<tr>
<td></td>
<td>10/26</td>
<td>Analyzing Arguments</td>
<td></td>
<td>Reading logs for articles #7-9</td>
</tr>
<tr>
<td></td>
<td>10/28</td>
<td>Annotated Bibliographies</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>10/31</td>
<td>Textual Analysis assignment</td>
<td>HB: Appendix A (Textual Analysis)</td>
<td>Reading logs for articles #10-12</td>
</tr>
<tr>
<td></td>
<td>11/2</td>
<td>Textual Analysis workshop</td>
<td></td>
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</tr>
</tbody>
</table>
Core 201 Honors - Guy Axtell

Professor: G. Axtell (‘Dr. Ax’)  E-mail: gsaxtell@radford.edu
Spring 2012 Core 201  Office:  PHRE Dept., 706 Fairfax, 2nd FL
Honors Section 23 (22111)  Office hours: M/F 2:00-3:00 and by apt.
Class:  T/TH 12:30-1:45  Office phone: 831-5025
Room: Peery B01

**Topics in Inquiry: Science, Technology, & the Future**

**201 Catalog Description:** Further development of students’ skills in critical thinking, including a rigorous introduction to informal fallacies, deductive logic and inductive reasoning. Students will also learn how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication and create their own arguments.

**Course theme: Science, Technology, & the Future.** As consumers of technology we both shape and are shaped by our inventions. Our special topic in this course will be debates about the promises and perils of emerging technologies such as genetically engineered foods, animal and human cloning, bio and nanotechnology, robotics, cybernetics, social networking and mass media platforms, etc. Debates that embrace public policy concerns with emerging technologies are one area where we can hone our critical thinking skills. Psychology reveals that humans are not always good as assessing risks, and the field of “technology and society” studies often includes expressions of quite extreme technological ‘utopian’ and ‘dystopian’ hopes and fears, which it is easy to fall prey to. We should thus find ample opportunity to further develop skills in
critical thinking as we try to sort through all this ‘persuasive discourse’ among the proponents and opponents of particular emerging technologies. Our studies should lead us to sounder views about risk assessment and about responsible policies regarding powerful emerging technologies.

Texts, Supplies, and Equipment

- There are no other required textbooks, but expect $10-$ in printouts and photocopies of assigned online and D2L (Desire to Learn) readings, etc.
- A computer with reliable access to the web and your RU D2L. (If you do not own a computer or have access to the web, you may use computers in one of the RU computer labs). Always back up your work on university ‘H’ drive and/or zip drive.

Course Requirements

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Points</th>
<th>Weight (% of final grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader’s/Writer’s Log (Any 14 out of the 20 assigned)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Project 1: Critical Analysis Paper</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Project 2: Researched Argument Paper</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Project 3: Persuasive Speech</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Regular attendance &amp; active participation</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale Used to Assign Final Grades

Letter grade equivalents at the end of the semester will be determined as follows:

- 90-100 % = A
- 80-89 % = B
- 70-79 % = C
- 60-69 % = D
- 0-59 % = F

Support for Student Learning

The university provides free tutorial assistance to students who need assistance in strengthening their academic skills. The Learning Assistance and Resource Center (*LARC*), located in 126 Walker Hall, is open to all students Monday through Friday from 9 a.m. until 5 p.m. Certified, trained tutors provide help with basic study skills, writing, and content-specific material. An appointment is necessary and can be made by calling 831-7704, emailing larc@radford.edu, or IMing “rularcappt”.

Services to Students with Disabilities
Students with disabilities who desire adjustments to the class setting may work with the Disability Resource Office (DRO) in order to document their needs and establish appropriate accommodations. No adjustments may be made until you have provided your instructor with completed forms from the DRO. Please be advised that accommodations cannot be applied retroactively.

**Academic Integrity**

- **University Honor Code:** By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. This class will be conducted in strict observance of the Honor Code. For details, familiarize yourself with the links on Academic Integrity on the following page maintained by the Office of the Dean of Students: [http://www.radford.edu/~dos-web/academicintegrity.htm](http://www.radford.edu/~dos-web/academicintegrity.htm).

- **Plagiarism:** Guard against plagiarism in all its forms. Using someone else's exact words without giving him or her credit is plagiarism. (Giving credit for quotations requires *both* the use of citations and the use of quotation marks or the block quotation format). But remember that taking someone else's ideas or arguments or information without giving him or her credit is *also* plagiarism. (Giving credit for ideas, arguments, and information requires the use of citations.) Finally, regardless of whether you are quoting or paraphrasing or putting ideas and information into your own words, *any* source that you consult in the course of preparing a paper must be listed in a bibliography. If you have not familiarized yourself with the Library Tutorial modules on Academic Integrity and Information Ethics, then you are expected to do so now. Penalties for plagiarism range from failure on the assignment to expulsion from the university. Turning in a paper that you wrote for another course can also be an academic integrity violation if you have not obtained permission from both instructors to do so.

**Attendance and Policies Governing Submission of Material**

- *Regular attendance is required and expected.* Please inform me if for any reason you expect to miss more than one class period in any month due to travel or extended illness. The nature of this class requires you as students to take an active role.

- **Computers & PDAs:** No computers or PDAs should be on during class time, please. Cell Phones/computers: Turn off cell phones before the start of class. Bring a notepad for lecture notes, and ask questions if you are unsure about assignments. You may easily transfer your class notes to computer on your own time. When you compose on computer you need to remember the following: (1) keep backup copies, (2) print out drafts periodically, and (3) factor in the time necessary for printing and submitting assignments, leaving an adequate safety margin for dealing with emergencies such as “crashed" hard drives or printers that have run out of ink or paper. *Never* try to print assignments just prior to class, submitting them un-proof-read. Failure to factor in sufficient time to deal with computer misadventures will *not* be accepted as an excuse for late or sloppy work.

- You are responsible for the material that is on the reading schedule. I will not remind you each class what is due the next period. *Always bring your textbooks(s) and any additional assigned readings (printouts or photocopies) to class unless otherwise
instructed. Failure to do so may result in a ‘0’ for in-class activities that require you to use these sources.

**Papers & Assignments:** All papers and assignments, unless specified otherwise, should be submitted in hardcopy at the start of class, and is otherwise late Please do not e-mail me your paper unless you are out of town and have made arrangements in advance to submit them this way. I expect all assignments to be complete and therefore DO accept late work, but at a substantial point-penalty. Documentation of Papers: Papers that draw on sources will not be accepted for a grade unless they are handed in with accurate, complete, and correct documentation. Direct quotations must be signaled by the use of either quotation marks or the block quotation format, and accompanied with in-text citation, such as (HB, 27). Paraphrases of another author’s text should be your own words, and with the author cited in text and in a full bibliography entry at the end. See additional notes on plagiarism, below.

**Student Athletes:** Please be advised that it is against NCAA policy for a student athlete to miss class in order to attend a practice. If your practice schedule conflicts with this class, you need to see your adviser in order to change sections. As far as actual games are concerned, if you must miss class in order to participate, you may receive credit for homework and papers due on the relevant dates if you do the following: (1) provide me with documentation that you are required to miss a class prior to the date you will be absent, and (2) submit in advance any homework or papers that fall due on the date that you will be absent. The second requirement will prevent you from falling behind your class requirements, for you will return to class in sync with the other students in the course.

**Radford University Students: Novel H1N1 Flu: Virus Information**

Novel influenza A (H1N1) is a new flu virus of swine origin that first caused illness in Mexico and the United States in March and April, 2009. It’s thought that novel influenza A (H1N1) flu spreads in the same way that regular seasonal influenza viruses spread, mainly through the coughs and sneezes of people who are sick with the virus, but it may also be spread by touching infected objects and then touching your nose or mouth. Novel H1N1 infection has been reported to cause a wide range of flu-like symptoms, including fever, cough, sore throat, body aches, headache, chills and fatigue. In addition, many people also have reported nausea, vomiting and/or diarrhea. As you may now, flu can be spread easily from person to person. Therefore, steps are being taken to prevent the spread of flu at Radford University for as long as possible, but we need your help to accomplish this. We are working closely with the regional and Commonwealth of Virginia health departments to monitor flu conditions and make decisions about the best steps to take concerning our institution. We will keep you updated with new information as it becomes available to us through links through your course faculty member using various virtual communication portals. For now, we are doing everything we can to keep our institution operating as usual. RU encourages you to use the hand sanitizers frequently and especially when you are working at computer stations or using restroom facilities. Remember, hand sanitizers do not replace hand washing with soap and water.

Schedule for Spring 2012. Code for assigned readings: HB = CORE Handbook; D2L = reading to be accessed from our RU course D2L site.
<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tues</td>
<td>Introductions</td>
<td>---None. Course overview:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/17</td>
<td>---None. Course overview:</td>
<td>Sciences of the very large and small;</td>
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<td>Technologies of the present and future;</td>
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<td>Social studies of reason and persuasion</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>E-L-P: The <em>ethos</em>, <em>pathos</em> and <em>logos</em> of</td>
<td>Visit <a href="http://www.actionbioscience.org/">http://www.actionbioscience.org/</a></td>
<td>RL #1 due; Textual Analysis Paper assigned</td>
</tr>
<tr>
<td></td>
<td>1/19</td>
<td>argumentative discourse.</td>
<td>and read one-article that especially interests you (see RL #1).</td>
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<tr>
<td></td>
<td></td>
<td>Biomimicry introduction.</td>
<td>HB Sections 101-14, 102-1 thru 102-5, (reading, interpreting, analyzing;</td>
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<tr>
<td></td>
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<td></td>
<td>STAR Method, Rhetorical Triangle)</td>
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<tr>
<td></td>
<td>Tues</td>
<td><strong>PERSUASION IN EVERYDAY LIFE;</strong></td>
<td>Study HB 201-9 (Informal Fallacies)</td>
<td>RL #2 due</td>
</tr>
<tr>
<td></td>
<td>1/24</td>
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<td>Also read “Futurology Hits and Misses”, <a href="http://interactive.wsj.com/millennium/articles/SB944516725378711715.htm">http://interactive.wsj.com/millennium/articles/SB944516725378711715.htm</a></td>
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<td></td>
<td>Thurs</td>
<td><strong>ROBOTICS: WHAT AWAITS?</strong></td>
<td>HB 201-1; Go to TED conference site <a href="http://www.ted.com">www.ted.com</a> and</td>
<td>RL #3 due</td>
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<td>1/26</td>
<td>COMPUTER OR SYNTHETIC “TELEPATHY”</td>
<td>choose and view one full speaker’s talk of your choice to analyze in</td>
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<td>terms of the rhetorical triangle.</td>
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<td>For fun, also check out <a href="http://www.synthetictelepathy.net/">http://www.synthetictelepathy.net/</a></td>
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<td>Tues</td>
<td><strong>TECHNOLOGY &amp; FUTUROLOGY</strong></td>
<td>Read 1) Blackman, “Promises, Promises,” <a href="http://www.the-scientist.com/article/display/56082/">http://www.the-scientist.com/article/display/56082/</a>;</td>
<td>RL #4 due</td>
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<td>Feb 2</td>
<td>TECHNOLOGICAL “DETERMINISM”</td>
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| Thurs 2/9 | Biometrics and the Brain Fingerprinting controversy; cyber crime/war | Read [http://serendip.brynmawr.edu/exchange/node/6932](http://serendip.brynmawr.edu/exchange/node/6932) on “brain fingerprinting”;  
If you have time, also check out:  
“Start-Up Pains of the Smart Grid,”  
[http://www.scientificamerican.com/article.cfm?id=start-up-pains-of-smart-grid](http://www.scientificamerican.com/article.cfm?id=start-up-pains-of-smart-grid); and  
“Economic Risk Assessment”  
| Thurs 2/16 | Innovation; Sharing visions of the future | Read “20 Ways to Build a Cleaner, Healthier, Smarter World”  
[http://www.scientificamerican.com/article.cfm?id=world-changing-ideas](http://www.scientificamerican.com/article.cfm?id=world-changing-ideas);  
“Why Geeks Can Save the World”  
[http://www.cosmosmagazine.com/node/2577/full](http://www.cosmosmagazine.com/node/2577/full) |
| 6 2/21 | Science policy, expertise, and democratic participation | Read “Risk and Public Policy”  
[http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html](http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html); also handouts: Shrader-Frechette, and “Technorealism”;  
Check out the ‘science’ of sex/love & romantic matching, read  
<table>
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<tr>
<th>Date</th>
<th>Monday</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Thurs 2/23</td>
<td></td>
<td>NO CLASS; Prof. out of town.</td>
<td>RL #10</td>
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<td>HB 201-2; also study APA 6 style at <a href="http://libguides.radford.edu/apastyle">http://libguides.radford.edu/apastyle</a></td>
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<td>Also get familiar with the resources at our own course LibGuide <a href="http://libguides.radford.edu/cat.php?cid=14096">http://libguides.radford.edu/cat.php?cid=14096</a></td>
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<td>7</td>
<td>Tues 2/28</td>
<td>Social networking</td>
<td>RL #11 due</td>
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<td>Read HB 201-16 &amp; 201-17 (Property, copyright law and the concept of fair use)</td>
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<td>Also read up about the “creative commons” organization at <a href="http://creativecommons.org/about/">http://creativecommons.org/about/</a></td>
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<td>And “Should I befriend my boss on Facebook?” <a href="http://www.bbcfocusmagazine.com/feature/tech/should-i-befriend-my-boss-facebook">http://www.bbcfocusmagazine.com/feature/tech/should-i-befriend-my-boss-facebook</a></td>
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<td>Thur MAR 1</td>
<td>From information liter to literacy</td>
<td>Meet at Library</td>
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<td>HB 201-10 &amp; 201-11; [Evaluating Sources; the popular-scholarly source distinction; Annotated Bibliography]</td>
<td>(Res. Guide due)</td>
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<td>Also review HB 102-7 &amp; 102-8 (Research Paper &amp; Developing a Research Plan) before completing your Research Guide.</td>
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<td>8</td>
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<td>3/3-3/11 Spring Break Week</td>
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<td>9</td>
<td>Tues 3/13</td>
<td>Sources of flawed thinking about risk</td>
<td>RL #12 due</td>
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<td>Read <a href="http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html">http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html</a> (and Rescher handout);</td>
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<td>D2L Adam Bly, Science as Culture (excerpt 1)</td>
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<td>Thur 3/15</td>
<td>New Media &amp; virtual worlds.</td>
<td>References/A</td>
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<td>More tools for assessing risk in emerging technologies;</td>
<td>nnotations due; RL #13 due</td>
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<td>New Media &amp; Virtual Realities</td>
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<td>Ethics in/and virtual worlds</td>
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<td><a href="http://brainworldmagazine.com/?p=2482">http://brainworldmagazine.com/?p=2482</a></td>
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<tr>
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<td>and other TBA. Also read “Psychological Risk Assessment”;</td>
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<td><a href="http://www.soc.iastate.edu/sapp/Soc415Psychological1.html">http://www.soc.iastate.edu/sapp/Soc415Psychological1.html</a></td>
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<td>10</td>
<td>Tues 3/20</td>
<td>Medical advances &amp; Biosciences; bioweapons</td>
<td>RL #14</td>
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<td></td>
<td></td>
<td>Read 1) &quot;Growing Organs&quot; <a href="http://www.hplusmagazine.com/articles/bio/print-your-own-designer-organs">http://www.hplusmagazine.com/articles/bio/print-your-own-designer-organs</a></td>
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<td>2) “Pharmland” <a href="http://www.cosmosmagazine.com/features/print/5112/pharmland">http://www.cosmosmagazine.com/features/print/5112/pharmland</a></td>
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<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>Thurs</td>
<td>3/29</td>
<td>Reasoning from evidence</td>
<td>HB 201-3 thru 201-8 (Induction: generating generalizations, analogies, statistics and causal arguments)</td>
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<tr>
<td>12</td>
<td>Tues</td>
<td>Persuasion &amp; Public Speaking; “Thesis Workshop”</td>
<td>HB 201-12 thru 201-15 (Oral Communication, audience demo/psychographics; speech outline and organization). Read about “Risk Communication” at <a href="http://www.soc.iastate.edu/sapp/soc415RiskCom.html">http://www.soc.iastate.edu/sapp/soc415RiskCom.html</a></td>
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<td>April 3</td>
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<tr>
<td>Thurs</td>
<td>4/5</td>
<td>Evaluating arguments</td>
<td>Just review 201-3 (Deductive Reasoning)–Come prepared: we’ll have a team-oriented “logical reasoning” challenge!</td>
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<td>13</td>
<td>Tues</td>
<td>No class; student conferences</td>
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<td>4/10</td>
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<td>Thurs</td>
<td>4/12</td>
<td>No class; student conferences</td>
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<tr>
<td>Thurs 4/19</td>
<td>Speeches &amp; Peer Evaluations</td>
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<td>4/19</td>
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<tr>
<td>4/24</td>
<td>Speeches &amp; Peer Evaluations</td>
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<tr>
<td>Thurs 4/26</td>
<td>Speeches &amp; Peer Evaluations</td>
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<td>4/26</td>
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<td>4/30-5/3</td>
<td>No final exam</td>
<td>Just keep our schedule exam time of 12:30 p.m. Monday, April 30 open to meet briefly.</td>
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<td>4/30-5/3</td>
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1. 201 Reader’s Log Assignments

**General Instructions and Notes:** Each student is to submit 14 out of the short assigned 20 Reading Logs, below. Each Log entry should be between 190-230 words in length unless the specific assignment below states a higher allowable work limit. Please get in the habit of including “Word count: ___” above or below your entry. **More isn’t better:** We’ll keep these entries short in order to work on expressing our thoughts in crisp, concise prose. With short entries, there is no excuse not to carefully proof-read everything that you submit for grading.

You may do up to 3 additional log assignments beyond the required 14, and at semester’s end I will delete your 3 lowest scores.

**RL #18 IS REQUIRED OF ALL STUDENTS,** so count that in your thinking about how many you need to complete (it’s an “abstract” we’ll all write for our research papers). All entries are due by submission into the Dropbox in our course D2L before our 12:30 PM class start (except #20, an online “game” result that you can just turn in as hardcopy in class that day). You’ll need to submit these as attachments of a Word processing file (Word or other); please do not just cut your response into the comments box. We may all struggle somewhat with learning D2L, as it has just been implemented to replace WebCT. But since D2L is here for the duration of your RU experience, we may as well learn it together this term.

I try to provide a variety of assignments, both for your topical interest and in order to help you develop different parts of our CT and communication skillset. But full credit entries should **always** include at least one **brief direct quote** from the relevant assigned reading. If possible, also please get in the habit of including your entry’s **word count** (example: “225 words”).

**Late Work Policy:** Automatic 2-point deduction for a late reading log submission. Please do not miss a class in order to do a class assignment (a cardinal sin, from a teacher’s perspective). If submitted later than our classtime of 12:30, then due to D2L limitations you will have to use the alternative “Late Work Submitted” drop box. Point deductions for late work will be automatic, so it is likely best to do 14 RL assignments **on time,** than to submit late work, but that option is yours.

<table>
<thead>
<tr>
<th>Reading Log Rubric</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<td>Direct quotation (at least one) of the pertinent text(s) that the</td>
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Reading Log prompt focuses upon.

Well-written text without wordiness and with no serious grammatical, punctuation, spelling or other problems. Thus the essay communicates well to its reader(s).

The response is concise, yet addresses all aspects of the prompt.

The response shows outstanding insight and thoughtfulness on the issues raised in the prompt.

Totals

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Assignment

#1. Select any one article [http://www.actionbioscience.org](http://www.actionbioscience.org) on a topic that especially interests you. After reading it carefully, properly introduce it in your entry, and then 1) identify and quote its main claim (its thesis), and 2) explain where the author displayed good/effective appeal to “ethos” as that is defined in the assigned sections of the Core Handbook (see esp. sections 102-1 thru 102-5).

#2: Using HB section 201-9, “Informal Fallacies,” describe in some detail one or two fallacies (fallacious persuasive ploys) that you think are especially rife in political discourse, or in advertising.

#3: Go to [http://www.ted.com/themes](http://www.ted.com/themes). After poking around, select a themed conference and view any one video lecture from that particular conference. In your entry, identify the speaker and his/her topic or theme, and explain your perception of how well that speaker did with his/her audience, with regard to her/his appeal to ethos, pathos and logos (this is a final practice exercise for your Textual Analysis paper).

#4: **Either** choose Blackman’s “Promises, Promises” and carefully explain one or more “positive” and one or more “negative” lesson that the author wants us to draw about the value and reliability of futuristic predictions; **Or** focus on the “Brain Boosting” article, and provide an analysis of the quality of reasoning and argumentation (the author’s appeal to logos) in any one of four authors’ “responses,” using the STAR method (handout) to evaluate the author’s argument.

#5: **Either A)** Explain whether you think Ray Kurzweil’s prediction of a soon-to-be “Singularity” should be considered reliable and authoritative, or whether his predictions are rather better regarded as doubtful speculations of a technological “utopian”; **or B)** explain the different positions and motives that the main characters display in the science fiction short story about an ‘immortality’ potion, “The Macropolis Secret.”

#6: **Either A)** join the debate over the fast-increasing use by the U.S. of guided-missile drone aircraft by writing a brief reply to Singer’s short editorial “Attack of the Military Drones,” **or B)** Explain the intended method and purpose of “technical risk assessment,” as well as noting one or more or its limitation.

#7: **Either** explain what “brain fingerprinting” is and why you do or don’t think it should be considered as evidence in the courtroom; **Or** explain write a brief “reply” to cyber-
security expert Bruce Schneier’s post about recent talk of the potential of international “cyberwar.”

#8: Corporations are often criticized for doing “economic risk assessment” on their products, where they assess and then decide how much additional cost and effort they should make, for instance, to lower the anticipated fatality rate of a certain car model through additional bumper or structural support. Should they be criticized for anticipating deaths and ‘quantifying’ the trade-offs between more fatalities and more profits in this way? Discuss the strengths and weakness of “economic risk assessment” in framing your reply.

**Textual Analysis Paper due on TH**

#9: Either A) Go to [www.actionbioscience.org](http://www.actionbioscience.org) and pick one paper on a controversial emerging technology. Then describe a specific issue of technological risk assessment this author or this technology raises, by connecting it directly either to by one of the five “dilemmas of risk assessment” in Kristin Shrader-Frechette’s “Technology and Ethics” (handout; also discussed at [http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html](http://www.soc.iastate.edu/sapp/soc415PublicPolicy.html));

#10. Using the article on scientific matchmaking, [http://sciencefocus.com/feature/psychology/science-online-dating](http://sciencefocus.com/feature/psychology/science-online-dating)

explain your attitudes towards whether matchmaking can be ‘scientized’ in the ways such online sights seem to claim (chemical ‘scent’ tests, compatibility profiles, etc.).

#11. While the right to “fair use” of copyrighted material has been expanded somewhat by the courts in recent years, we all know the controversy over Napster, and prosecution of P-to-P file sharers (both Napster/Grogster and individuals including college students occasionally made an ‘example’ of and sent to jail). First visit [http://creativecommons.org/about/](http://creativecommons.org/about/) to read up about this advocacy group’s “Creative Commons” idea. Then write an entry in which you evaluate their approach as an alternative to the usual treatment of copyrights rules and restrictions (see also HB 323-333 to contrast what Creative Commons does with the ‘standard model’ of copyright). Does Creative Commons propose a useful and workable alternative? Explain why or why not. (You may take up to 300 words on this assignment).


#12. Either explain some of the ways in which N. Rescher shows that humans often go wrong in thinking about probabilities and risks, or write a commentary on the interview from Adam Bly’s *Science as Culture*.

4 complete APA references due, two scholarly ones fully annotated as per supplied model. See [http://libguides.radford.edu/apastyle](http://libguides.radford.edu/apastyle) for expected APA reference style, Handbook section 201-11, and the formal four-sentence style that I will provide you examples of.

#13. Behavior/ethics in online “virtual worlds” like *Second Life* are becoming controversial. Identify some of the sources of controversy, and explain why ethics does/does not follow from the ‘real’ world into the ‘virtual.’ See if you can tie your response to some point in the “psychological risk assessment” reading, since it is perhaps more psychological than material harm that is at issue.
#14. Provide a formal “outline” or “tree diagram,” of Reyes’ article “The Ethics of Biowarfare.” Use HB pg. 40-41 as your model for this assignment. Alternatively, you may choose to provide a formal “outline” or “tree diagram” of your own argument for or against human reproductive cloning, using reasons you can pull from the Debatepedia entry to support your position (i.e., your thesis).

#15. Either briefly elaborate your views on either transgenic animals or human reproductive cloning Or provide a statement of how the specific issue that your own research paper addresses topic involves one or more of the five “leading issues” or “dilemmas” of risk assessment as described in the Kristin Shriver-Frechette (handout).

#16. Either compare your attitudes to genetic patents (in comparison with the scientists who signed the “Gene Charter Statement), Or explain why you agree more with Newell-McGloughlin or with Pusztal in their respective positions on the benefits and safety of GM foods.

#17. Be sure to read HB 201-3 thru 201-8 carefully on the difference between deductive and inductive reasoning. Then demonstrate recognitional ability by providing correct answers for any 18 of the 22 question in exercise 201-3.1 (p. 221-222) of the Handbook.

#18. THIS RL IS REQUIRED OF ALL STUDENTS. Utilizing the examples of 125-160 word abstracts that typically accompany scholarly journal articles, submit an abstract of your own paper, underneath the original title you will give it. The abstract should contain both a clear problem statement, and a distinct thesis statement. Bold your thesis statement. The thesis statement is basically your proposal concerning, or your answer to your initial problem statement. In other words, having clearly articulated an important and “arguable” issue/problem, your thesis is the central claim that you intend to argue for (i.e., support with good reasons) through the course of your paper. The usual way to frame an easily-identifiable thesis statement is simply to start a sentence with “This paper will argue that…(x)” What you fill out the (x) with is your thesis! Please also make two additional hardcopies copies of your abstract and bring them to class today, so that peers in your work group members can give you feedback on it during our “thesis workshop.”

Research Paper Draft due (should include a revised abstract below your original title)

#19. Individual conference week. No class. Use the HB sections on psychographic analysis (especially 201-13, “Analyzing Your Audience”), together with your brief “interviews” of classmates, to compose a short reflection on how your knowledge of psychographies might improve your approach to making a short persuasive speech. [You might also be able to incorporate something useful for your talk from the file on “Risk Communication”: http://www.soc.iastate.edu/sapp/soc415RiskCom.html

#20: I challenge you! Play my “Flow-Ting Arguments” Game online at http://www.radford.edu/citl/Flow-ting%20Arguments/LAUNCH%20GAME.swf

Play it on a printer-attached computer. When completed, the final screen shows your score (out of 50). Play the game as many times as needed to get a score of at least 48/50 (It will help a lot to first read the chapters on Inductive and Deductive arguments, of course!). PRINT that screen, write your name on it, and hand it in at the start of class for full credit on this assignment.
Core 202 Honors - Guy Axtell

Fall 2012 Core 202 Honors: Topics in Ethical Inquiry

Section 05 (11825): Character & Characters: The Moral of the Story

Class: T/TH, 9:30-10:45, Peery Hall B01
Professor: G. Axtell (‘Dr. Ax’)  
E-mail: gsaxtell@radford.edu
Office phone: 831-5025

Office PHRE Department, 706 Fairfax, 2nd FL  
Office hours: W & TH 11-12 and by appt.

Catalogue Description: Three hours lecture. Prerequisite: CORE 201. Further development in students’ skills in technology, reading, writing, oral communication, research, and critical thinking. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will critique texts and create their own sustained line of reasoning regarding an ethical topic.

Section Special Topic: Character & Characters: The Moral of the Story. This course will integrate a philosophical and social scientific study of ethical reasoning with narrative storytelling in the form of biography, fiction, & film. Story-telling brings persons, situations and choices to life, helping us to look not just at types of actions, but also at agents themselves who have to reflect upon and make decisions in ethically demanding situations. How do people in fact make their decisions, and what can we say about how people should make their decisions? What ‘toolbox’ of critical thinking skills and ethical principles are available to help guide them? We will initial a wide-ranging study covering major ethical theories and a range of social scientific perspectives on ethical reasoning (anthropological, sociological, and psychological). We’ll also work on the communication skills needed to effectively debate ethical issues in the public sphere by applying the model of the annual national inter-collegiate “Ethics Bowl” competition.

Required Texts, Supplies, and Equipment

- University Core: A Handbook (red cover 2010-2011 year edition). New York: Custom Publishing. Or 2009-2010 (whitecover) Core Handbook plus required $16 online access code for readings new to the 2010-2011 issue). There are 7 or 8 copies of the new (red cover) edition always available to you on Reserve at McConnell Front Desk for 2 hour checkout, if you don’t already own your own copy.
- There are no other required textbooks, but expect $10-15 in printout costs for stories and other readings to be posted on our course WebCT site, and in printouts of your own drafts and assignments.

Course Requirements

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<th>Type of Assignment</th>
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<td>Reader’s/Writer’s Log (total)</td>
<td>200</td>
<td>25%</td>
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<td>Project 1: Multimedia Project</td>
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<td>20%</td>
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<td>Project 2: Group Project &amp; Presentation</td>
<td>250</td>
<td>22%</td>
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<td>Project 3: Textual Analysis Paper</td>
<td>250</td>
<td>25%</td>
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<td>Regular attendance &amp; participation in class activities</td>
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**Grading Scale Used to Assign Final Grades**

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<th>90-100 %         = A</th>
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<tr>
<td>60-69 %           = D</td>
<td>0-59 %           = F</td>
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**Support for Student Learning**

The university provides free tutorial assistance to students who need assistance in strengthening their academic skills. The Learning Assistance and Resource Center (LARC), located in 126 Walker Hall, is open to all students Monday through Friday from 9 a.m. until 5 p.m. Certified, trained tutors provide help with basic study skills, writing, and content-specific material. An appointment is necessary and can be made by calling 831-7704, emailing larc@radford.edu, or IMing “rularcappt”.

**Services to Students with Disabilities**

Students with disabilities who desire adjustments to the class setting may work with the Disability Resource Office (DRO) in order to document their needs and establish appropriate accommodations. No adjustments may be made until you have provided your instructor with completed forms from the DRO. Please be advised that accommodations cannot be applied retroactively.

**Academic Integrity**

- **University Honor Code:** By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. This class will be conducted in strict observance of the Honor Code. For details, familiarize yourself with the links on Academic Integrity on the following page maintained by the Office of the Dean of Students: [http://www.radford.edu/%7Edos-web/academicintegrity.htm](http://www.radford.edu/%7Edos-web/academicintegrity.htm).

- **Plagiarism:** Guard against plagiarism in all its forms. Using someone else's exact words without giving him or her credit is plagiarism. (Giving credit for quotations requires both the use of citations and the use of quotation marks or the block quotation format). But remember that taking someone else's ideas or arguments or information without giving him or her credit is also plagiarism. (Giving credit for ideas, arguments, and information requires the use of citations.) Finally, regardless of whether you are quoting or paraphrasing or putting ideas and information into your own words, any source that you consult in the course of preparing a paper must be listed in a bibliography. If you have not familiarized yourself with the Library Tutorial modules on Academic Integrity and Information Ethics, then you are expected to do so now. Penalties for plagiarism range
from failure on the assignment to expulsion from the university. Turning in a paper that you wrote for another course can also be an academic integrity violation if you have not obtained permission from both instructors to do so.

**Attendance and Policies Governing Submission of Material**

- **Regular attendance is required and expected.** Please inform me if for any reason you expect to miss more than one class period in any month due to travel or extended illness. The nature of this class requires you as students to take an active role.

- **You are responsible for the material that is on the reading schedule.** I will not remind you each class what is due the next period. *Always bring your textbooks(s) and any additional assigned readings (printouts or photocopies) to class unless otherwise instructed.* Failure to do so may result in a ‘0’ for in-class activities that require you to use these sources.

- **Papers & Assignments:** *All papers and assignments, unless specified otherwise, should be submitted into their corresponding DROPBOX in course D2L before the time the Dropbox is automatically closed.* I expect all assignments to be complete and therefore **DO accept late work, but at a substantial point-penalty.** You may use the LATE WORK DROPBOX for any late submissions. *Please do not e-mail your paper unless you are out of town and have made arrangements in advance with me to submit them this way.*

  **Documentation of Papers:** Papers that draw on sources will not be accepted for a grade unless they are handed in with accurate documentation. Direct quotations must be signaled by the use of either quotation marks or the block quotation format. Paraphrases of another author’s text should be your own words, and with the author cited in text and in a full bibliography entry at the end. See additional notes on plagiarism, below.

- **Student Athletes:** Please be advised that it is against NCAA policy for a student athlete to miss class in order to attend a practice. If your practice schedule conflicts with this class, you need to see your adviser in order to change sections. As far as actual games are concerned, if you must miss class in order to participate, you may receive credit for homework and papers due on the relevant dates if you do the following: (1) provide me with documentation that you are required to miss a class prior to the date you will be absent, and (2) submit in advance any homework or papers that fall due on the date that you will be absent. The second requirement will prevent you from falling behind your class requirements, for you will return to class in sync with the other students in the course.

- **Computers & PDAs:** No computers or PDAs should be on during class time, please. **Cell Phones: Turn off cell phones before the start of class.** You may easily transfer your class notes to computer on your own time. When you compose on computer you need to remember the following: (1) keep backup copies, (2) print out drafts periodically, and (3) factor in the time necessary for printing and submitting assignments, leaving an adequate safety margin for dealing with emergencies such as “crashed” hard drives or printers that have run out of ink or paper. Complete your work at least one day ahead of the due date; **never** try to print assignments just prior to class. Failure to factor in sufficient time to deal with computer misadventures will **not** be accepted as an excuse for late work.

- Team assignment grades only count for students whose average grade on the individual assignments (Reading logs, etc.) is at or above the passing level, and individual grades will only allow
a student to pass the course if they have also passably contributed to group-work components of the course. Each, in other words, is necessary for successful completion of the course requirements.

- **Radford University Students: Novel H1N1 Flu: Virus Information**

  Novel influenza A (H1N1) is a new flu virus of swine origin that first caused illness in Mexico and the United States in March and April, 2009. It’s thought that novel influenza A (H1N1) flu spreads in the same way that regular seasonal influenza viruses spread, mainly through the coughs and sneezes of people who are sick with the virus, but it may also be spread by touching infected objects and then touching your nose or mouth. Novel H1N1 infection has been reported to cause a wide range of flu-like symptoms, including fever, cough, sore throat, body aches, headache, chills and fatigue. In addition, many people also have reported nausea, vomiting and/or diarrhea. As you may now, flu can be spread easily from person to person. Therefore, steps are being taken to prevent the spread of flu at Radford University for as long as possible, but we need your help to accomplish this. RU encourages you to use the hand sanitizers frequently and especially when you are working at computer stations or using restroom facilities. Remember, hand sanitizers do not replace hand washing with soap and water. *If you become ill please access the Student Health Web Site through the RU Portal for detailed information and guidance from the Student Health Center*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS COMPLETED &amp; ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>WK1 Tues.</td>
<td>Introduction to Course &amp;</td>
<td>_________</td>
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<tr>
<td>8/28</td>
<td>Syllabus</td>
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<tr>
<td>WK2 Tues.</td>
<td>Ethics and Emotion</td>
<td>D2L: Sophocles’ Antigone excerpt &amp; Mark Twain, Adventures of Huckleberry Finn excerpt. Also play “Taboo” at <a href="http://www.philosophersnet.com/games">http://www.philosophersnet.com/games</a> and bring in your printout results/analysis for discussion. RL #2 due.</td>
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<tr>
<td>Sept 4</td>
<td>Group Dynamics I</td>
<td></td>
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<tr>
<td>Thurs 9/6</td>
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<td>HB 202-1 thru 202-2. Walker Hall Teamwork Day--room to be announced.</td>
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<tr>
<td>9/11</td>
<td>Relativism</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Notes</td>
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<tr>
<td>WK4</td>
<td>Ethical Theory I: Good Consequences (Utilitarian Thinking)</td>
<td>MS CH 5, p.213-242 &amp; 362-365 (film note on Outbreak); short story “Just Lather, That’s all” at <a href="http://www2.ups.edu/faculty/velez/LAS100/tellez.htm">http://www2.ups.edu/faculty/velez/LAS100/tellez.htm</a></td>
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<tr>
<td>WK5</td>
<td>Ethical Theory II: Good Intentions (Deontological Thinking)</td>
<td>MS CH 6, 253-259 &amp; CH 9, 443-444, 452-454, 641-646 &amp; D2L reading: Peter Singer [child &amp; new from Phil Now] &amp; Coffey’s “10 Reasons I Love/Hate Peter Singer”; play &quot;Morality Play&quot; at <a href="http://www.philosophersnet.com/games">http://www.philosophersnet.com/games</a> and bring in your printout results/analysis for discussion.</td>
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<tr>
<td>Thurs 9/27</td>
<td>Ethical Theory III: Good Character (Thinking through exemplars)</td>
<td>FIX MS CH 9, up to Primary Readings. D2L: “Presidential Decision-Making” (Rockler) and “Happiness, Virtue and Tyranny” (Pianalto) from Philosophy Now; Play “Should You Kill the Backpacker?” at <a href="http://www.philosophersnet.com/games">http://www.philosophersnet.com/games</a> and bring in your printout results/analysis for discussion.</td>
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<td>WK6</td>
<td>Ethical Theory IV: Different Gender, Different Ethics?</td>
<td>CH 12, p. 566-583 &amp; 611-615 (A Doll’s House); D2L Story: Gilman, “The Unnatural Mother” Textual Analysis outline due.</td>
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<tr>
<td>WK7</td>
<td>Eastern/Western Traditions &amp; the environment</td>
<td>D2L: “Taoist Tales” &amp; TBA on environmental ethics.</td>
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<td>Thurs 10/11</td>
<td>Eastern Traditions</td>
<td>Read the Chinese Taoist stories from the Zhuangzi (sometimes spelled Chuang tze) in cartoon form from D2L.</td>
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<tr>
<td>WK 8</td>
<td>Group Dynamics II; euthanasia case study</td>
<td>HB 202-5 thru 202-6; D2L story: Davis’ &quot;Death on Demand.&quot; also short “Dilemmas” handout.</td>
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<td>Date</td>
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<tr>
<td>WK10 Tues. 10/30</td>
<td>Ethics Bowl Group Presentations Day #1</td>
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<tr>
<td>Thurs NOV 1</td>
<td>Ethics Bowl Group Presentations Day #2</td>
<td>Post-Presentation Peer Evaluations due for Tues. Presenters</td>
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<tr>
<td>WK 11 Tues. 11/6</td>
<td>Psychological Studies</td>
<td>FIX: Situationism &amp; Positive Psychology E- Readings: Zimbardo from <em>The Lucifer Effect</em>; &amp; other, TBA. RL #12 due. Post-Presentation Peer Evaluations due for Thurs presenters</td>
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<tr>
<td>WK 12 Tues. 11/13</td>
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<td>MS CH 7, p. 326-341 &amp; 346-349 (Martin Luther King; John Rawls);</td>
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<tr>
<td>WK 13</td>
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<td>Thanksgiving Break Week 11/17-11/25</td>
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<td>WK 14 Tues. 11/27</td>
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<td>D2L: M. Sissela Bok from <em>Exploring Happiness: From Aristotle to Brain Science</em>. Also Review “Thesis,” “Ten Expert Habits” and “Important Terms in Argumentation”: HB 101-6, 101-11, and 201-1. RL #14 due</td>
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<tr>
<td>Finals Week</td>
<td></td>
<td>No Final exam, but to meet University guidelines we will plan a brief meeting at designated exam time unless otherwise instructed.</td>
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**Reading Log Assignments**
General Instructions: I order to simplify the format of the Reading Log assignments, I’ll stipulate that the length should fall between 190-210 words on each submitted entry. There will be deductions for late submission and not abiding the minimum/maximum word limits. Include a word count of your entry, and use this as an opportunity to work on clear, concise writing.

Here’s what I’ll also look for in each instance:

**Writing quality:** Concise, well-written, showing carefully proof-reading to eliminate errors, wordiness, and clear diction.

**Sources:** Each assignment that bears upon utilizing our textbook in analyzing a story or film should directly quote a pertinent passage of our textbook (Rosenstand). Stories don’t need to be quoted unless you deem it necessary. Citation: I do not expect bibliography entries in Reading Log assignments out of assigned texts. Do provide in-text page references for your quotes, however, whenever possible. Example: “Has the Iraq war met the criteria for a just war?” (Rosenstand, p. 00).

**Content:** In constructing a brief insightful reflection, spending time to retell the plot is largely a waste of space. You can assume your reader has read this story/seen the film. So focus on explicating the author’s themes, or the lessons about the character or the demands of the ethical situations that you draw from the story/film, and note only those events or actions most needed to make or to support your point. Do routinely try to support your own claims (thesis/perspective) with argument or evidence (i.e., with theories, principles, or points discussed in our textbook on moral reasoning), rather than leaving your own claims as sheer opinion statements.

**Use and integration of concepts and theoretical terms that our text employs.** Examples:

--“From a Utilitarian perspective, this action would be seen as unjust because….”
--“The character seems to display the virtue/vice of …. ”
--“According to the virtue theorist, this action would/wouldn’t be praiseworthy because…..”
--“The character’s actions reveal an egocentric (or ethnocentric, or anthropocentric, etc.) bias by ….”
--The character’s motives were egoistic, not altruistic, as illustrated by the fact that….…”
--“One problem with ethical relativism (or absolutism, etc.) is that…..”
--“The author’s theme in this story seems to best reflect the Deontologists’ principle that…..”
--“This action was morally justified/unjustified, because….”
--“In defining human rights, Rosenstand claims that….”

*Mastery* of such ‘unfamiliar’ terms and concepts isn’t expected, of course. But it is hoped you’ll meet the challenge of grappling with the philosophical ideas, and of exploring how terms/concepts that are introduced and explained in our textbook might apply to enable greater depth to perception of morally-charged situations, and more articulate expression of your own insights into a narrative character and their actions.

**RL 1:** Game, its feedback, lessons you drew

**RL:2 CH 1 & choice of story:** Zitkala-Sa, Huck Finn, Antigone
RL3: CH 3 on ethical relativism and either Parable of the Sadhu, or Declaration of Human Rights.
RL#4: Chapter 4 on Egoism/self-interest and either Ayn Rand’s writings or Tom Davis short story, “Those Who Help Themselves.”
RL #5: CH 5 and the movie Outbreak, from discussion Q’s on p. ____.
RL#6: Utilitarian & Peter Singer, or Virtue Theory CH 12 & Enduring Love & How to be Good
CHECK STORY THEMES
RL #7: Does the idea of virtue/vice apply to characters in your chosen story, and if so, how? one story about personal/sexual relationships or marriage
RL #8 CH 6 on Deontology and “The Ones Who Walk Away from Omelas,” or “On Becoming Comfortable.”
RL #9 Euthanasia Story “Death on Demand” (Davis prompts); or moral importance of killing vs. letting die.
RL #10: Zimbardo from The Lucifer Effect; Other, TBA.
RL #11: Positive Psych or Bok
RL #12: Bok
RL#13: Bok
RL #14 MS CH 7 on personhood, rights, and justice & Makropolis’ Secret
RL #15. MS CH 7 on personhood, rights, and justice & civil disobedience (Martin Luther King), or George Orwell’s ‘thematized” autobiographical piece, “Shooting an Elephant.”
RL #16: CH 12 (Different Gender, Different Ethic?) and one story: A Doll’s House; E-Stories: The Unnatural Mother/The Wonder Years

Multimedia Group Presentations

2/10 (Thurs) Group Minutes #1 Due (with logistical problems of each; decision on media; ideas & content; timetable & individual sub-assignments)

Group Presentation Project: Ethics Bowl
Scaffolding in the Syllabus-Write up on sheets
3/1 (Tues.): Group Minutes #2 (with reflections on videos; review of instructions; preparation of briefs; strategy for presentation; project schedule)
3/3 (Thurs): Group Project: Reflection Pros & Cons
3/15 (Tues.): Group Project: Indiv analysis of one ethics bowl session
3/17 (Thurs): Group Project: Cases Outlines Due
3/24 (Thurs) or 3/29 (Tues.) Post-Presentation Peer Evaluation due

Textual Analysis Paper
4/19 (Tues.) Textual Analysis outline due
4/28 (Thurs) Textual Analysis paper due
Theory of Knowledge
Best other readings:

Phyronism one early-at least 2 days; with Meno handout?
CD ch. 9.1 (R. Feldman) & Dougherty
ethics of belief/disagreement reading WHAT?
Axtell Discontents ; Reply to Dougherty also?
M. Williams?
Truly Social Epistemology”
L. Code?
Baehr-4 kinds.
Need more
Moran on testimony
Additional class resources:
Class Reserve at McConnell Library:
D. Pritchard, Knowledge

Core 202 - Laurie Cubison

CORE 202 – Topics in Ethical Inquiry Spring, 2012

Professor: Dr. Laurie Cubbison
Office: Russell 147
Office Phone: 831-6421
Email address: lcubbiso@radford.edu
Student Hours: TWR 1-3 pm; F 8-9 am; I’m often in my office at other times, barring committee meetings.

Credits: Three hours lecture (3).
Prerequisite: CORE 201

Course Description: Further development in students’ skills in reading, writing, oral communication, and logic, including a broad introduction to the methods of ethical reasoning. Students will become familiar with an ethical issue and reason through the questions surrounding it. Students will also strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication with respect to ethical topics and create their own sustained line of reasoning regarding an ethical topic.

Section 07. Hunger Games 10:00 am - 10:50 am MWF Modular Learning #1 001

Section description: The Hunger Games is one of the most popular young adult book series; not surprisingly, it is also one of the most controversial. In this section, we will examine The Hunger Games both as a work worthy of ethical exploration, but also as a critique of the role of reality television in our society. This section is not intended for the squeamish or faint of heart. Popular media examples include those rated “R” for violence and profanity.

Required Materials:
Gerrig, R. J. (ed.) (2007). The psychology of Survivor: Leading psychologists take an unauthorized look at the most elaborate psychological experiment ever conducted ... Survivor!. Dallas, TX: BenBella Books.
Internet access (Reliable **internet access is an absolute must** for this class, both for the online readings and for the wiki.)

**Recommended Materials:**

A flash drive or other means of backing up your work

**Please note:** Class announcements of all kinds will go out via the class e-mail alias. If you do not plan to regularly check your university mailbox, you should arrange to have your mail forwarded to the mailbox that you do use routinely. It will be each student’s responsibility to keep informed of class announcements.

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2. Using someone else’s exact words without giving him or her credit is also plagiarism. (Giving credit for quotations requires *both* the use of citations *and* the use of quotation marks or the block quotation format).
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4. Regardless of whether you are quoting or paraphrasing or putting ideas and information into your own words, *every source you use* must be listed in a bibliography.

Penalties for plagiarism range from failure on the assignment to expulsion from the university, but the usual penalty is an F in the course. Turning in a paper that you wrote for another course can also be an academic integrity violation if you have not obtained permission from both instructors to do so.

**Documentation of Papers:** Papers that draw on sources will not be accepted for a grade unless they are handed in with accurate, complete, and correct documentation consisting of *both* parenthetical citations and bibliography pages that list the works that you have consulted and cited. **In addition,** any direct quotations must be signaled by the use of quotation marks or the block quotation format, as appropriate. I consider our textbooks to be sources, so papers that respond to readings fall under this guideline.

**Grading Scale Used to Assign Final Grades**

Letter grade equivalents at the end of the semester will be determined as follows, as applied to the total number of points possible:
• 90-100 % = A
• 80-89 % = B
• 70-79 % = C
• 60-69 % = D
• 0-59 % = F

Policies: Attendance, Late Work and Tardiness

Because class discussion and group work are major components of this course, attendance is required. However, because life happens, you may miss five classes without penalty.

• Please note that there is no such thing as an ‘excused’ or ‘unexcused’ absence - if you are not present, you have missed class.

• For each additional absence, your grade will be lowered one letter grade (for example, if your point total adds up to a “B”, you will receive a “C”.)

• If you miss group meetings, you will lose additional points on the group projects.

• Assignments are to be submitted electronically through D2L unless otherwise stated; being absent does not give you an extension.

• Students who have missed five class periods by midterm will be advised to withdraw from the course before the start of the major group project. (If a student has missed that many classes before midterm, the pattern of absence is unlikely to change, thus severely affecting the ability of the group to conduct its work.) Students who are absent on the day groups are assigned may have to argue for inclusion in a group.

• Missing group meetings can be as big a problem as missing class. If you establish a pattern of missing group meetings, your group may dismiss you from the group, and you will not share in the group grade.

Students, for reasons of their own, have been known to disappear for two or three weeks and then expect to make up missing work. Do not disappear. You will not be permitted to make up the work you miss.

If you have a catastrophic event which will lead to a prolonged absence, such as a hospitalization, be sure to contact the Dean of Students so that arrangements for missed work can be made.

If you experience a medical situation involving hospitalization or medical tests late in the semester, you may request an incomplete in order to carry out the final project. If, however, you have not completed the majority of the course assignments, and it appears to me that you will not be able to complete the final project in time as well, then you will be advised to withdraw or else to take the F and retake the course. Bear in mind that you will not be able to make up the in-class quizzes or other in-class activities, even if you do have a medical situation. For severe medical situations, it may be in your best interest to take a medical withdrawal from the university.

Late Work
All work must be turned in. **Late homework for a given project will only be accepted via the Late Box on D2L. A 10% penalty will apply to all late work.** Work due on the date of a scheduled university-sponsored trip or activity will be due online before the scheduled absence.

**Return of your work**

My priority when grading and returning your work is to concentrate on returning work contributing to the current project first. Work on completed projects receives the lowest priority. Out-of-class work is returned via Desire2Learn.

**Classroom Courtesy**

We all have an obligation to be courteous and considerate in the classroom. I will not condone rudeness such as the following:

1. Side conversations during lecture, general discussion or the viewing of film clips -- Pay attention to what's going on in class.
2. Text messaging or other cellphone use -- All phones must be turned off during class unless you clear it with me first because you're expecting a specific call. In that event, keep it on vibrate.
3. Negative remarks about the course readings or the opinions of your classmates -- If you can't be analytical, at least be polite.
4. Interrupting the person who is speaking with off-topic questions or comments -- Interruptions make it difficult for everyone, including me, to stay focused on the subject at hand. Save your questions for the end of class.
5. Sleeping in class -- If you can't stay awake, stay in bed.
6. Food in class -- If you bring food to class, you may have to share with me. I have been known to require students to share their French fries with me.
7. Laptops -- Make sure you're only taking notes, and not checking email, IMing, twittering or surfing the web. You may find me standing over your shoulder, reading your screen.
8. Insulting language that refers to another’s race/ethnicity, religion, gender, disability or sexual orientation. There’s no excuse for rudeness.

Engaging in these activities may result in public embarrassment as I call you on them.

**Projects**

**Multimedia Project** 150 points

In this project, students will work in small groups to design a piece of propaganda related to *The Hunger Games*, using PowerPoint to create a poster.

1. Poster 50 points
2. 1-page description of the group's choices and process 50 points
3. A 2-minute elevator pitch explaining what the group has produced 50 points

At the completion of this project, students will be able to:

• Explain the advantages and disadvantages of working in a group.
• Explain the aspects of group decision making and problem-solving.
• Work successfully in a small group to prepare a project.
• Evaluate ethical considerations for using and sharing digital and print information, including copyrighted images and text.

Textual Analysis Project 250 points

In this essay, you will examine issues raised by the course with regard to group communication and ethical decision-making in terms of The Hunger Games and Survivor, but also in relation to your own experience with the group project. You will examine arguments from The psychology of Survivor in relation to The Hunger Games, the episodes of Survivor you viewed, and your own experience working with groups in this course. The project includes viewing and reading logs, as well as essay drafts.

At the completion of this project, students will be able to:
• Using secondary sources, construct an analysis of a primary text.
• Identify fallacy forms common in ethical reasoning.
• Analyze the probable accuracy of sources.

Viewing log (10 points each) 50 Points

The next season of Survivor will start on Wednesday, Feb. 15. You will be required to write a log for each of the first five episodes, analyzing the behavior of the contestants in relation to the principles of group communication and ethical decision-making as well as the more extreme example of The Hunger Games.

Reading Logs 10 points each, total of 50 points

Each reading log will cover The Hunger Games and will contain APA citations for the reading assignments, as well as three paragraphs: 1) a summary of the events of the reading, 2) your personal reaction to the events, and 3) an examination of the ethical issues raised by the reading.

First draft of essay 50 points
Final draft 100 points

Group Researched Argument Project 400 points

In this project, students will work in a small group to examine the significant aspects of a major ethical issue and develop an online case book using Google sites. Students will collaborate on the research, drafting and producing a 15-20 minute oral group presentation.

At the completion of this project, students will be able to:
• Explain the aspects of group decision making and problem-solving.
• Successfully use decision making and problem-solving techniques in a small group.
• Work successfully in a small group to prepare a presentation.
• Deliver a team presentation using visual aids.
• Develop an effective research plan.
• Effectively use collaborative software.

The project will contain the following parts, with additional information and deadlines to be provided in a separate handout:

• Group contract 50 points
• Agenda and minutes for each group meeting 5 points each, 50 points total
• Online case book 150 points
• Group presentation of the wiki, delivered to a panel of judges 100 points
• Individual evaluation of your group’s productivity 50 points

The Google site will provide a history of updates, so that if one person, for instance, is shown not to have contributed, that person’s grade will be penalized. In addition, the group will be given the option to eliminate a non-contributing member.

Quizzes 100 points total

The D2L quizzes accompany assigned readings. They are online and are open book. They must be completed before class, at which time the quiz will close. They serve as your ‘entry ticket’ to class too, as you need to complete the readings in order to participate. Take each quiz as many times as you need to achieve an 80% or higher. (Exception: the Syllabus Quiz must be taken until you achieve 100%).

In-class activities 5 points each (total will vary)

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Students with disabilities who desire adjustments to the class setting may work with the Disability Resource Office (DRO) in order to document their needs and establish appropriate accommodations. No adjustments may be made until you have provided your instructor with completed forms from the DRO. Please be advised that accommodations cannot be applied retroactively.

Natural disaster – If by chance the university experiences a situation in which classes cannot meet on campus for an extended period of time, we may alter our class plans to carry out our work primarily through Desire2Learn.

Schedule for Spring 2012 (may be subject to change)

Textbook code: CORE = CORE A Handbook (red cover); HG= Hunger Games; Rahut= Ultimate Questions Chapter 8, available on D2L; Survivor= The psychology of Survivor
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
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<tr>
<td>1</td>
<td>1/16</td>
<td>MLK DAY- No class</td>
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<tr>
<td>1</td>
<td>1/18</td>
<td>Welcome</td>
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<td>1</td>
<td>1/20</td>
<td>Introduction to Hunger Games</td>
<td>HG: pp. 1-33; Survivor: pp. 3-14</td>
<td>D2L Quiz #1</td>
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<td>2</td>
<td>1/23</td>
<td>Guest Speaker: Gene Hyde, Archivist Meet in Bonnie Room 249/250</td>
<td>HG: pp. 34-73</td>
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<td>1</td>
<td>1/25</td>
<td>Group Work (team building)</td>
<td>CORE: pp. 330-344; D2L: “Couch Potatoes and Hitch Hikers”</td>
<td>Reading Log #1 for Couch Potatoes</td>
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<td>1</td>
<td>1/27</td>
<td>Group Dynamics - Survivor Season 1, episode 1 - meet in Bonnie 249/250</td>
<td>CORE: pp. 345-360; Survivor pp. 109-122</td>
<td>D2L Quiz #2</td>
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<td>3</td>
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<td>Hunger Games (Values and Ethical Dilemmas)</td>
<td>Rauhut pp. 197-199; Survivor pp. 57-70</td>
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<td>Reality Television</td>
<td>HG: pp. 133-194; Survivor: pp. 3-14</td>
<td>Reading Log #2</td>
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<td>What is Propaganda?</td>
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<td>D2L Quiz #3</td>
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<td>4</td>
<td>2/6</td>
<td>Group Meetings (first project)</td>
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<td>2/8</td>
<td>Glogster- Hunger Games discussion</td>
<td>HG: pp. 195-244</td>
<td>Reading Log #3(HG)</td>
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<td>2/10</td>
<td>Meet with your group to plan for your poster.</td>
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<td>5</td>
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<td>Introduction to Ethical Reasoning</td>
<td>Review CORE</td>
<td>D2L Quiz #4</td>
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<td>2</td>
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<td>Promoting Survivor vs. promoting The Hunger Games (in the story)</td>
<td>HG: pp. 247-302</td>
<td>Reading log #4</td>
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<td>Evaluating Ethical Arguments</td>
<td>Survivor: pp. 47-56</td>
<td>D2L Quiz #5</td>
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<td>Fallacies and Rationalizations in Ethical Arguments</td>
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<td>2</td>
<td>2/22</td>
<td>Hunger Games discussion</td>
<td>HG: pp. 302-374</td>
<td>Reading log #5</td>
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<td>2/24</td>
<td>Poster Presentations</td>
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<td>Tragedy of the commons</td>
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<td>Viewing log #2</td>
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<td>Relativism</td>
<td>Rauhut: pp. 199-207</td>
<td>D2L Quiz #6</td>
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<td>Discussion of Survivor</td>
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<td>Viewing log #3</td>
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<td>3/12</td>
<td>Group Project: Setting up contract</td>
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<td>Viewing log #4</td>
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<td>Google Sites: Bring your laptop!</td>
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<td>Ethical Frameworks</td>
<td>Survivor: pp. 197-206</td>
<td>D2L Quiz #7</td>
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<td>3/19</td>
<td>Utilitarianism &amp; Deontology</td>
<td>Rauhut: pp. 211-226</td>
<td>Viewing log #5; D2L Quiz #8</td>
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<td>Guest speaker</td>
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<td>Group Meeting Day: Planning for the project</td>
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<td>Virtue Ethics &amp; Ethics of Care</td>
<td>Rauhut: pp. 226-232</td>
<td>D2L Quiz #9</td>
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<td>Research Ethics</td>
<td>Survivor: pp. 71-81 and pp. 158-175</td>
<td>D2L Quiz #10</td>
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<td>Ethics codes</td>
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<td>Group presentations: Good, Bad, and Ugly</td>
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<td>Prezi day</td>
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<td>Group work day - meet with Dr. Cubbison</td>
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<td>Group wrap-up</td>
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<td>Textual Analysis</td>
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<td>What you've read, what you've seen, what you've done</td>
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<td>Review of writing requirements</td>
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<td>Textual analysis draft - peer review</td>
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<td>Conferences</td>
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<td>FINAL PAPER DUE 10:15 a.m. Thursday, May 3</td>
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There will not be a final exam for this course; instead, your final paper will be due at the start of the time scheduled for our final.
Appendix

In this section you will find a number of important forms:

- Textbook order form
- Faculty and course evaluation form
- Adjunct/Part time Teaching Faculty Evaluation form
- Core 201 Persuasive Speech Assessment Rubric
- Core 202 Group Presentation Rubric