

IVY TECH COMMUNITY COLLEGE OF INDIANA
ENGL 111-3AH/3BH (CRN: 56662/56663): English Composition
SYLLABUS: Fall 2024
Themed Course: “The European Project”

ENGL 111-3AH/3Bh

Tuesdays and Thursdays 9:00 a.m. – 10:20 a.m. in LRC 108

16-Weeks

Instructor

Name: Gerald Maki

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Office/Campus Location: IFC 538 (Indianapolis Campus)

Office Hours: MWs 10:30 a.m. - 1:00 p.m. TRs 12:00 - 2:00 and Fridays by appointment. If these times do not work for you, please let me know and we will find something - I am here for you:)

Zoom: <https://ivytech.zoom.us/j/9721266208>

CATALOG DESCRIPTION

English Composition is designed to develop students’ abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

Themed Course: “The European Project”

Our subtitle for the course is that of “The European Project.” The primary goal of English 111 is to promote the extensive practice of writing clear and effective prose with a particular emphasis on organization, audience, style, and research based-writing. We will develop these skills as part of an attempt to contextualize our lives against a larger, global background – in part by examining the current challenges and dreams of the European Union as it aims to serve as a model for transnational cooperation. Many of our discussions and readings will center on questions of language, labor, art, and place. Class time will often be structured around small group presentations and collaborative work that supplement the lectures. This is a face to face only class. This course requires extensive critical thinking and a healthy dose of intellectual curiosity about the world around us.

Land Acknowledgment Statement

English 111 acknowledges our location on the traditional and ancestral territory of the Miami, Potawatomi and Shawnee people. We honor the heritage of Native peoples, what they teach us about the stewardship of the earth and their continuing efforts today to protect the planet. Ivy Tech Community College stands on the historic homelands of Native peoples and, more recently, that of a vibrant Black community, also displaced. As the present stewards of the land, we honor them all as we live, work and study.

Affective Health Support

Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. Ivy Tech provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being. Remember, getting help is a smart and courageous thing to do — for yourself and for those who care about you! The Counseling Center is in NMC 434. They can also be reached via email: indy-studenttherapist@ivytech.edu and via phone: 317.916.7627.

Course Outline of Record

SCHOOL: Arts, Sciences & Education; PROGRAM: Liberal Arts; CREDIT HOURS: 3;
CONTACT HOURS: Lecture: 3

PREREQUISITES

Demonstrated competency through appropriate assessment or earning a grade of “C” or better in ENGL 095 Integrated Reading and Writing, or co-enrollment in ENGL 063, ENGL 073 or ENGL 075.

CATALOG DESCRIPTION

English Composition is designed to develop students’ abilities to craft, organize, and express ideas clearly and effectively in their own writing. This course incorporates critical reading, critical thinking, and the writing process, as well as research and the ethical use of sources in writing for the academic community. Extended essays, including a researched argument, are required.

MAJOR COURSE LEARNING OBJECTIVES

Upon successful completion of this course, the student will be expected to:

1. Compose texts that exhibit appropriate rhetorical choices, including attention to audience, purpose, context, genre, culture, and convention.
2. Develop and apply strategies for critical reading, critical thinking, and information literacy.
3. Demonstrate a proficiency in locating, evaluating, and analyzing academically appropriate research material.
4. Analyze and synthesize researched information to develop and support original claims.
5. Develop and advance thesis-driven compositions in an organized progression with appropriate supporting information.
6. Engage in writing as a process through invention, multiple drafts, collaboration, reflection, revision, and editing.
7. Employ correct techniques of style, formatting, and documentation when incorporating quotes, paraphrases, and summaries from sources into compositions.
8. Produce texts that demonstrate control over style and writing conventions, including sentence variety and complexity, word choice, tone, punctuation, grammar, usage, and spelling.

COURSE CONTENT: Topical areas of study include:

- Academic writing
- The rhetorical situation
- The writing process
- Generating ideas
- Thesis statement development
- Essay organization
- Analysis and synthesis
- Argumentation
- Navigating digital information
- Library and other research methods
- Annotation
- Citation and plagiarism
- Paraphrasing, summarizing, and quoting
- Documentation
- MLA and/or APA Style
- Conventions of Standard Written English

Ivy Tech Online Learning Support

Educational Technologies - Indianapolis
indianapolis-edtech@ivytech.edu
Monday - Friday, 9am - 5pm EST
1.888.IVY.LINE, option 4

Disabilities Support Contact

Regional DSS: <http://ivytech.edu/dss/>

Instructor's Supervisor

Name: Dr. Rachel Barrett-Knight
Phone Number: 317-921-4535
Email (Ivy Tech Email): rbarrett25@ivytech.edu
Office/Campus Location: IFC 220

Statement of Inclusion

The School of Arts, Sciences and Education acknowledges our shared humanity and the dignity and inherent worth of all people. By committing to an inclusive learning environment where all persons are respected, we enhance the value of the college experience.

COURSE POLICIES AND PROCEDURES**Grades**

All grades will be maintained in IvyLearn's online grade book. Students are responsible for tracking their progress by referring to the online grade book. Students can generally expect to receive grades and feedback within 14 days of the assignment due date. If exceptions occur, the instructor may notify students of changes to this expectation.

Due Dates & Deadlines

The Syllabus and Calendar are two important tools to help students understand the course, student and instructor expectations, and deadlines. Both tools can be found in IvyLearn. The Calendar can be accessed from the main navigation area on the left-hand side of IvyLearn.

Students are required to submit work on time for a chance to receive credit. Deadlines for each week/assignment are summarized on the calendar. Students should check the calendar frequently

for deadlines and to be aware of what to expect next. Deadlines are listed in Eastern Time and are subject to change.

Students are responsible for timely assignment submission. Should a computer system or network go down, students must still turn in work in a timely manner. Don't wait until the last minute. Plan ahead by seeking alternative means for submitting work before it is due. Local libraries and all Ivy Tech Community College campuses can serve as alternative resources. Contact the closest/most convenient campus or other public lab for schedules and Internet availability. Not having access to the required software on a home or work computer is **not** a legitimate excuse for turning in homework late.

Late Work Policy

Late work is generally not accepted in this course. If an emergency arises, please contact your instructor before a project is due. Missed in-class activities cannot be made up.

Attendance Policy – Don't Get Dropped from Class!

Attendance is required as in-class activities, discussions, support, and resources are vital to academic success. Tech performs administrative drops for students who do not attend class early in the semester. *Students need to attend class prior to the NW deadline listed below in order to avoid being dropped for non-attendance.* Attendance at all class sessions is expected/mandatory and that student attendance will be recorded. Don't Get Dropped from Class!

Attendance Drop Deadline: September 1st by 11:55 p.m.

Last Day to Withdraw

If a student wishes to withdraw from this course, students are responsible for completing an official withdrawal form with the registrar. Your local registrar contact information can be looked up here: <http://www.ivytech.edu/registrar/>. Students should check with a financial aid counselor regarding how a dropped class might affect their ability to receive financial aid. The last day to withdraw from this course is November 17th by 11:55 p.m.

Plagiarism Policy

Plagiarism is defined as presenting another person's words or ideas as one's own, whether intentionally or unintentionally, by failing to accurately credit the original author. A writer is plagiarizing if they are:

- presenting other's ideas without properly citing the source of the material;
- paraphrasing without crediting the source of the material;
- using direct quotes with no quotation marks or textual citation of the source;
- submitting material written by someone else; this includes purchasing a term paper or essay or copying from documents on the Internet;
- submitting a paper or assignment so heavily influenced or aided by another person that the writing is different from the student's original work;
- copying assignments previously submitted by another student, or for another class.

Plagiarism is taken seriously at the college level and is not accepted. The first case of plagiarism in the class will result in an automatic "0" on the assignment. A second case will result in an

automatic failure in the course. As an instructor, I reserve the right to file a report with the college regarding cases of academic dishonesty.

Right of Revision

The college reserves the right to change any statements, policies or scheduling as necessary. Students will be informed promptly of any and all changes.

Title IX Statement

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

COURSE COMMUNICATION

Instructor Commitment

Ivy Tech Community College instructors are committed to responding to students' written inquiries sent via the conversations tool in IvyLearn (instructions below), within 36 hours. Students can contact their local Online Technologies Support with questions (<http://ivytech.edu/online/contacts.html>).

HOW TO ACCESS THE IVY TECH COMMUNITY COLLEGE LIBRARY

The Ivy Tech Library is available to students on-and off-campus, offering full text journals and books and other resources essential for course assignments. Go to <http://www.ivytech.edu/library/> and choose the link for your campus.

ACADEMIC HONESTY STATEMENT

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as

cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

COPYRIGHT STATEMENT

Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

ADA STATEMENT

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

VETERANS/MILITARY NOTICE

If you are a Veteran, currently serving as a member of the Armed Forces (Active, Reserve or National Guard), or an immediate family member, promptly communicate with your instructor any potential commitments or deployments that may interfere with course requirements. If you are receiving GI Bill benefits or have questions about your benefits, contact the Veterans Affairs Office, room 1349. An active Student Veterans Organization is also available on campus.

REQUIRED TEXTS AND MATERIALS

Students, you paid for the required resources for this course as part of your tuition and fees. Digital versions of the required readings can be found in the Modules section of IvyLearn. Print copies of the book may be available for additional purchase at your campus bookstore, but are not required for this course.

- Graff, G., Birkenstein, C. & Durst, R. (2021). *They Say/I Say* (6th ed.). New York, NY: Norton.
- Bullock, R. Brody, M. & Weinberg, F. (2021). *The Little Seagull Handbook* (5th ed.). New York, NY: Norton.

CLASSROOM POLICIES & PROCEDURES

Student Responsibilities

This syllabus includes a listing of the required texts and materials for this class. It is important that you acquire all of them and bring them to all class sessions, as they will be important to your success in ENGL 111. It also includes a course syllabus, which lists class topics and assigned readings from the required texts. You should be prepared for each class session according to the schedule on the syllabus. You are also responsible for mastery of this material whether or not it is explained or discussed in class. If you do not understand any of the readings or other assignments, please ask your instructor for clarification.

The atmosphere of the ENGL 111 classroom should be one of discovery, learning, and hard work. It also should be one of mutual respect and courtesy. All participants in ENGL 111 are expected to follow the codes of courtesy, such as:

- Being on time to class
- Listening while someone is speaking
- Avoiding inappropriate topics and/or comments
- Staying for the full class session
- Asking questions and voicing concerns in a socially acceptable manner

Grading

During the semester you will have the opportunity to earn 1000 points. The following sections detail how you may accumulate those points:

Informal Assignments – 300 points

Instructors have the option of selecting these assignments with the understanding that they are used as support for the major paper assignments. These assignments are designed to improve your writing skills and to help you better appreciate the nature of each writing task before you. Your instructor will indicate the specific assignments and due dates.

Formal Essays – 700 points

In this class you will generate four major papers, one of which must be research-based with the incorporation of sources. You must submit all four papers to your instructor for a grade in order to successfully pass this course. They are as follows:

Paper One: Critical Autobiography (Two Full Pages Minimum; Value 150 Points)

The first writing project involves taking a single moment from one's life and translating it into a narrative. Using the elements of narrative structure as explored in class, this project will allow one to critically consider one's constructed identity against the backdrop of the various social and cultural influences that exert pressures upon our lives.

Paper 2: European Street Art - Rhetorical Analysis of a Visual Text (Three Full Pages Minimum; Value 150 Points)

The second writing project asks you to expand your rhetorical repertoire to include analysis, which means to examine in detail the parts of a text, phenomenon, or event to come to a greater understanding of the whole and its wider implications. In this project, you will be analyzing the rhetorical strategies of contemporary street art found by major and anonymous artists from cities across Europe using the various tools outlined in the text and discussed in class. We will operate under the assumption that visuals can serve as a very powerful cultural force, both reflecting and shaping important values, beliefs, and identities within contemporary culture.

Paper 2: Annotated Bibliography (Five sources minimum; Value 150 Points)

In the second half of the semester, we will work closely with the resources and readings connected to the contemporary challenges and goals found in the European Union. From there, you will construct a research project where you not only identify a contemporary challenge, but

you actively propose and defend a solution to that particular challenge. The annotated bibliography will serve as a stepping stone assignment to the larger research paper and allow one to learn more about a topic and how other experts and scholars are currently discussing the issue.

Paper 3: Argumentative Synthesis (6 - 8 Pages; Value 250 Points)

This assignment will be a research paper in which you explore a specific aspect of the broader issues we will have discussed during the course. You will need to take a clear stance, express that in your thesis statement, and argue your position coherently. It will be necessary to spend time locating and reading a wide range of texts so that you can successfully incorporate relevant supporting sources into your project.

Grades in this course are determined by the following criteria:

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

Final Course Grade

The total points you receive on all four papers, the timed writing, and other assignments will determine your final grade for the semester in ENGL 111. If one of the papers has not been submitted, the final course grade will be F or FW. Otherwise the following point values will be used:

900-1000	A
800- 899	B
700- 799	C
600- 699	D
Below 600	F

****Please Note:** All dates and assignment specifics are subject to change. Please follow the in-class schedule and IvyLearn for the latest updates.***

Gerald Maki

Ivy Tech Community College

Global Urban Centers: A Rhetorical Analysis of European Street Art

Due Dates

Final Draft – Sunday, March 10th (Worth 150 Points)

Overview

The second major writing project asks you to expand your rhetorical repertoire to include analysis, which means to examine in detail the parts of a text, phenomenon, or event to come to a greater understanding of the whole and its wider importance and implications. In this project, you will be analyzing the rhetorical strategies of a single piece of street art (sometimes referred to as graffiti) as found in major city centers across contemporary Europe. Many, but not all, of the recommended objects of investigation for this project have been composed by a street artist of some fame or infamy.

In order to compose a strong rhetorical analysis, one will need to integrate the knowledge gained from our in-class exercises, such as creating effective descriptions by using carefully chosen details, along with supporting a thesis (point) with appropriately selected evidence (particulars).

We will frame our discussion of street art/graffiti against the backdrop of the exponential, on-going growth of megacities. One will want to be sensitive to issues of economic inequality, the role of pop culture, European political conflicts, and other issues that pertain to the lived experiences of the target audience for these images.

Additionally, street art is often composed by individuals who knowingly break the law in order to communicate a message to various sectors of society. In deviating from standard social and legal expectations, street artists pose an important ethical question for us: How should one make sense of the fact that these images are illegally produced, especially in light of “Broken Windows Theory” which suggests that the presence of graffiti leads to an increase in crime?

As contemporary cultural artifacts, street art provides us with a unique opportunity to consider questions of purpose, audience, and authorship. One will want to discuss not only the effect of the image in question, but carefully detail the various types of rhetorical decisions reflected in the composition of the mural.

Key Questions to Consider in a Rhetorical Analysis:

For street art, in particular, a strong rhetorical analysis should address the following:

- **Purpose** – What is the purpose of the image? Why might the artist in question have chosen to construct this particular image? Is its goal to entertain, inform, shock, or critique? What aspect of the contemporary European moment might this image be speaking to? What type of risk was involved in making the image? What evidence or particulars from the image itself would you point to in order to reinforce your claim?

- **Audience** – Who is the intended audience of the image? Where is it located? Is it found on the side of a tall building at the heart of a large city where it can be seen by tens of thousands of people daily? Is the image located in a sewer tunnel where it is visible to only a handful of people, most likely homeless families who are seeking shelter? What role does location play in the image’s relationship to the audience?
- **Genre** – One will want to consider the image itself and the conventions of visual rhetoric as outlined by the textbook such color, scheme, imagery. Does the image take the form of a narrative? If so, does it have defined characters? Is it abstract? What type of mood is evoked by the image?
- **Authorship** – Many street artists create their images anonymously or employ a pseudonym for themselves. How does the loss of a legally named author shape the image’s rhetorical effect? What does their pseudonym suggest or add to the image in terms of ethos?

Purpose: In a unified, thesis-driven essay, one should provide a detailed rhetorical analysis of a work of contemporary street art. The essay should contain a description of the image and assume that the painting is not available for the reader to view. In composing a description, think carefully about the details you would highlight to help construct a clear and accurate image of the painting in the reader’s mind. From there, the paper should contain a thorough, critical examination of the image’s purpose, audience, genre, and authorship.

Audience: Your audience for this project is your peers and classmates who may be unfamiliar with graffiti, the artist, and/or the city in question. A slow, careful detailing of important background information as well as the various features of the image will be necessary in order to provide a clear and coherent analysis.

Formatting Specifics: The final essay should be submitted as a document in Microsoft Word, three full pages minimum, 12 point font, double-spaced, stapled, and formatted using MLA.

General Instructions: Select one (1) piece of graffiti/street art from one (1) of the artists found in our collected folder. From there, describe the painting in detail, analyze the rhetorical moves made and the context in which the painting was constructed. Additionally, we will cover a reading on “Broken Windows Theory” in class which addresses the issue of graffiti and crime as well as screen portions of the documentary “Bomb It!”

Additional Assistance: As always, I am glad to help with any questions you have about the writing process. Free Tutoring is also available via Tutor.com (see Student Resources in IvyLearn) and the Ivy Tech Writing Lab: <https://www.ivytech.edu/indianapolis/34880.html>

Grade Breakdown

A – (135 - 150) The paper demonstrates evidence of a strong thesis that unifies the paper’s analysis; excellent description highlighting the most important details of the image; body paragraphs provide strong support and direct reinforcement of the thesis; rhetorical analysis contains an insightful look at questions of selected subject matter, style/tone, message, audience, setting/context, authorship, risk, and other elements significant to the image; ideas are strongly linked by the thesis as well as the intro, body, and conclusion; topic sentences aid organization;

paper utilizes proper MLA formatting to set-up the paper. A grade of “A” is reserved for essays that go above and beyond the minimal requirements for the project by demonstrating strong critical thinking, excellent organization and/or well-polished writing at the local level.

B – (110 - 134) Hits the basics of the project; shows evidence of a basic thesis; ties an analysis of the painting to the major questions of purpose, audience, genre, and authorship; provides an adequate organizational structure; generally free of grammar errors but lacking strong polish at the local level. “B” papers demonstrate an understanding of the project’s basic requirements but tend not to lack the exceptional levels of critical thinking, organization, or local level polish necessary for an “A.”

C – (95 - 109) The project makes an effort at a rhetorical analysis, but may lack one or more of the paper’s basic requirements such as a strong thesis, accurately documented sources, well-supported claims, and/or local level writing that is free from grammatical errors.

D – (80 - 94) The paper barely addresses any of the project’s requirements, often due to lack of time spent on the project.

F – (79 and Below) Fails to address most if not all of the project’s basic requirements. 95% of the time, one knew it was a bad paper when they turned it in.

The European Project: Summary and Response Practice #1

Key Dates

Points: 50 Points

Overview:

For this assignment, the Summary and Response paper, you will summarize and respond to a news article from last two week about the European Union. You are welcome to select any article that is a minimum of 400 words from a major news outlet based in European.

Specifics:

The body of your paper will describe, summarize, and respond to the core reading.

- Description requires that you identify the core reading by its outlets, title, and the author by their full name. **Tell your reader what the core reading is.**
- Your summary should include a clear and accurate summary of the story for those who have not read it. **Tell your reader what the reading is about and what it means.** What is the issue/challenge happening within the E.U.? Why is it important?
- Your response should expand on your understanding of the core reading and the surrounding issues and may incorporate your own ideas and experiences as they relate to the reading. **This is your chance to say what you think, and why.** Potential critical thinking questions – Is this issue also being discussed in the U.S.? How are the discourse communities similar or different?

Suggested Media Outlets:

The Guardian: <https://www.theguardian.com/world/europe-news>

BBC World News: <https://www.bbc.com/news/world>

Euronews: <https://www.euronews.com/my-europe>

Eureporter: <https://www.eureporter.co/>

Additional Resources: <https://www.onlinenewspapers.com/european-newspapers.shtml>

Your thesis statement should indicate your overall response to the core reading – and beginning process of framing the issue at hand. Be prepared to share your summary and response of the news article in class to help inform your classmates about an issue the EU is facing today.

Specifics:

- 50 points possible
- 300 word minimum, double-spaced, using Times New Roman 12-point font
- Clearly developed main point (thesis) stating overall, focused response
- Accurate summarizing and meaningful response, supported with evidence
- Audience awareness
- Observation of the conventions of Standard English

The European Ideal: Summary and Response Practice #2

Key Dates

Points: 50 Points

Overview:

As part of our investigation into “What is the European Union?” you will select a quote from a founder or influential member of the European Union and unpack its meaning. Research the author of the quote and background before summarizing, in your own words, what you think that quote means. More significantly, one will reflect upon how that quote/author envisions the E.U. – and the hopes/dreams entailed within it. Be sure to critically reflect on the edges or limits of the quote and its implications. Be prepared to share your insights with your classmates during next week’s discussion.

Potential quotes about the E.U. (You are not limited to these selections!):

Jean Monnet

- “Europe has never existed. One must genuinely create Europe. The European Union is not an end in itself. It is a means to achieve a greater unity, a world of peace and prosperity. Nations must come together to unite their destinies, to secure their peace, and to multiply their prosperity by sharing responsibilities.”

Jean-Claude Juncker:

- “The European Union is not a perfect construction, but it has always been a project of peace, freedom, and solidarity. It is a daily struggle, a work in progress, and a shared effort by many countries, people, and cultures who believe that together we are stronger.”

Winston Churchill

- “There is no reason why a regional organization of Europe should in any way conflict with the world organization of the United Nations. On the contrary, I believe that a united Europe can play a major role in creating a world order and building a family of democratic nations.”

Jacques Delors

- “The European Union is a process that never stops. If Europe does not move forward, it goes backwards”
- “Europe is not just a market. It is the will of the people to shape their future together. The European Union must be a community united not only by interests but by a shared vision, shared values, and a sense of common destiny that transcends national borders and creates solidarity among its members.”

Angela Merkel

- The European Union is the most successful project for peace in our world. We need to carry this project forward and not become consumed by our individual interests. Europe thrives when we see it as a shared community of values, when we stand united and act together for our future.

Robert Schuman

- “World peace cannot be safeguarded without the making of creative efforts proportionate to the dangers which threaten it. The contribution which an

organized and living Europe can bring to civilization is indispensable to the maintenance of peaceful relations.”

Margaret Thatcher

- “We want a Europe that is open, outward-looking, and free-trading.”

Ursula von der Leyen

- “The European Union is a unique project that turned enemies into friends, and the people of Europe expect that spirit to prevail.”
- “The European Union is above all a project for peace.”

Emmanuel Macron:

- “The European Union, in its essence, is a project of peace, freedom, and prosperity.”

David Cameron:

- “I believe that Britain's national interest is best served in a flexible, adaptable, and open European Union, and that such a Union can be ours if we want it.”

Pope Francis:

- “The European Union... continues to be an extraordinary opportunity for stability, peace, and solidarity among peoples.”

Robert Schuman

- “Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity.”
- “The contribution which an organized and living Europe can bring to civilization is indispensable to the maintenance of peaceful relations.”

Konrad Adenauer:

- “European unity was a dream of a few. It became a hope for many. Today, it is a necessity for all of us.”

Paul-Henri Spaak:

- “There are only two kinds of states in Europe: small states and small states that have not yet realized they are small. European unity is essential, not because we are weak, but because together we are strong enough to overcome the challenges that threaten our future. The future of Europe depends on our willingness to integrate and cooperate.”

Alcide De Gasperi

- “A European spirit means being conscious of belonging to a cultural family and to have a willingness to serve this community in the spirit of total mutual understanding, without any hidden designs.”

Charles de Gaulle

- “Yes to a European Europe, no to a Europe dominated by one nation, whoever it may be.”

Helmut Kohl

- “European integration is a peace project, and peace is not a matter of course. We must continue to work for it every day, with patience, solidarity, and a commitment to common values that transcend national borders.”

José Manuel Barroso

- “The European Union is the most successful peace project in history.”

Specifics:

- Identify the author, their background (why are they important/influential), the origin and context of the quote, an accurate summary and your own brief response
- 50 points possible
- 250 word minimum, double-spaced, using Times New Roman 12-point font
- Clearly developed main point (thesis) stating overall, focused response
- Audience awareness
- Observation of the conventions of Standard English

English 111: Annotated Bibliography – The European Project

Important Dates

Due: Sunday, XXX by 11:55 p.m. (Online Submission)

Value: 200 Points

Overview

Becoming comfortable finding and evaluating sources (journals, books, etc.) is an important part of collegiate life and academic researching. With this third project we will be discussing key strategies for researching. Annotated bibliographies serve the function of providing an analysis of the discourse community of a particular subject/field by answering such questions as “What are the important issues within a field?” “How are people studying/talking about a topic?”

Annotated bibliographies are research intensive and consist of evaluating and commenting upon the work that has already been published by others.

Potential Topics

While Europe faces many contemporary challenges, part of our hopes are to look at an issue of significance and view it from a lens outside the U.S. How is this topic relevant to Europeans? What are the contours of the discourse community – or, how it is being debated/discussed in a way that is similar to or different from the U.S.? How does Europe, as a transnational project, provide a unique approach to the issue? Currently key topics include, but are not limited to:

1. The Impact of Brexit on the European Union
2. The EU as a Model for International Human Rights
3. The Sense of Belonging Across the E.U. – What does it mean not to be a “European”?
4. EU’s Green Deal and Climate Policy
5. EU Migration and Border Security
6. EU’s Digital Strategy and Regulation of Big Tech
7. The Rise of Populism and Euroskepticism
8. EU Response to Russia’s Invasion of Europe
9. EU’s Relationship with the U.S.

Specifics

With our focus on “The European Project” you will begin by selecting a topic of relevance to the contemporary European experience – a topic which will carry over to the final paper. In researching, one will need to find the best-informed discussions on this topic, essentially picking out the most influential segments of the discourse community – five sources total. One is welcome to use five texts from our Thematic Module – The European Project.

The Annotated Bibliography documents each source in MLA format then provides an eight-sentence evaluation of each item. The selection of strong criteria for evaluation, as well as the ability to condense summaries, will be crucial keys for a well-developed Annotated Bibliography.

Objectives

- To gather and summarize information about a topic you are researching into one document
- To create a quick reference sheet which will remind you of what your various sources argued and how they are useful to your paper
- To preserve a record of research about your topic which may be shared with others in your field

Audience

- Yourself, in that the document will help you in your own writing and research
- Others in your field (Peers) who might be interested in reading an overview of the topic you researched. Annotated bibliographies are often shared with research communities in your field. For this reason, clarity, professionalism and neatness are important in an annotated bibliography.

Assignment and Format

- Make a work cited list of the most relevant sources you've found on your topic — **five sources minimum.**
- The Annotations should provide information about **1) The Writer** – Who is the writer? What is her background/connection to the topic? What makes her a credible source? **2) The Publication** – Who is the publisher? What is their connection to the topic? What makes them trustworthy/credible? **3) The Summary** – What are the key points of the argument? What types of supporting evidence is used? **4) The Stance** – What is the author's position on the topic? How does it compare and contrast with the rest of the discourse community? and **5) The Use** – How might you use this source in a larger research paper?
- **Total length for each annotation: Eight full sentences minimum.**
- See sample Annotated Bibliography!

Additional Resources: See Purdue's OWL (owl.english.purdue.edu) for samples/examples of Annotated Bibliographies and how to set up citations in MLA format. The Writing Center also has free support and tutoring. Additionally, the library staff is another terrific resource in terms of assisting with research.

Grading

A (180 - 200): Bibliography has chosen the strongest, most representative sources on the subject in question; correct application of MLA formatting; summaries are accurate reflections of each sources' argument; evaluations apply appropriate criteria; generally free of grammar errors

B (160 - 179): Fulfills basic requirements but lacks the polish for an exceptional paper.

C (140 - 159): Project falls short in one or more of the basic requirements.

D (120 - 139): Paper fails to address multiple requirements.

F (119 and Below): Did not follow instructions; Incomplete.

Project Four – The European Project: Argumentative Synthesis Paper

Key Dates

Final Draft Due: Online via IvyLearn by Sunday, July 27th by 11:55 p.m.

Total Points: 300 for Final Draft

Overview:

For our final project, we expand our exploration of the European Project by constructing a persuasive essay on an issue of significance currently being debated within the E.U. In a minimum six full page research paper plus a visual and a Works Cited page, we will build upon the topic chosen in Project Three and construct a persuasive argument. Project Four requires a clear thesis that delivers a strong stand. It should use collected research to support and develop that thesis and make the paper as convincing and persuasive as possible. The paper should also mention and address opinions from the opposition.

Because you have worked towards developing a clear understanding of the scope of the problem or issue in Writing Project 3, you are now in a position to take an informed position on the issue and to argue, for example, for a specific definition of key terms, a specific evaluation of a proposal, a specific analysis of the causes of the problem, or a specific solution to the problem. Your claim must be supportable with observable, measurable, and replicable evidence. Avoid claims that are derived from moral or personal values, or which are simple claims of one person's or group's sense of right and wrong, or which are based solely or primarily on emotional appeals.

An effective argument appeals to logic and reason (*logos*), appeals to how readers and the writer feel about an issue (*pathos*), and seeks to project that the writer's argument is fair, just, and honest for all the stakeholders (*ethos*).

You will need to use at least five sources of quality in your writing. You are encouraged to include the sources from Project Three.

Your draft must also include a fair and balanced discussion of at least one major counter-argument to your claim—respectfully and accurately summarizing the opposing viewpoint. Be sure your paper includes a clear, fair, and respectful refutation for this counter-argument.

Your claim about a solution to a problem or a position on a topic is your argument. However, it does little good to propose a solution to or an analysis of a situation that your readers are not convinced has anything to do with them. Your purpose is to influence your readers, not just tell them what you think is right. To do that you need to think about what those readers are like, what motivates and interests them, and why they should care about what you have to say on this topic. Your audience may not agree with you in the end, but they should accept that your position is valid, well-supported, and capable of being held by a rational and credible person.

Specifics:

- 300 points
- Six full pages minimum of written text (plus Works Cited), double-spaced, using Times New Roman 12-point font.
- Underline your Thesis Statement.
- One appropriately chosen photograph included within the essay itself. This does NOT count towards the three full pages of written text.
- MLA manuscript style with in-text documentation and Works Cited page (this page does not count in the minimum word count requirement)
- Clear, arguable claim that is supportable with rational evidence
- Academic tone; observation of the conventions of Standard English
- Use of at least five sources, representing two or more points of view on the position being argued
- A minimum of six moments of direct engagement with the source material (quotes/paraphrases)

Grading Criteria:

- Effective introduction, including: clear thesis that establishes an arguable and empirically supported claim; essay map that identifies key sub-claims; attempt to establish significance of topic; audience awareness in tone and style
- Thesis is well-supported with logic and evidence. Evidence should include empirical evidence (facts, statistics, expert opinion) from published sources to support claims; evidence may also include use of first-hand observation, examples from personal experience, interviews, polls, etc.
- Writer's language discernible from that of source authors. Source information discussed and reasonably connected to the claims you are making
- Effort to establish credibility of sources used
- Effective organization, coherence, and paragraph transitions
- Overall, readers are convinced of the validity of the writer's claim (whether or not they agree). Writer demonstrates that a reasonable person could rationally hold this position
- Works Cited (minimum of four items) in correct MLA style
- Clear control of Standard English conventions for grammar, style, mechanics, and academic format
- A Rogerian approach to argumentation is recommended

Grading:

A (270 - 300): Paper demonstrates exceptional understanding of all of the above criteria.

B (240 - 269): Fulfills basic requirements, but lacks the polish to make the paper extremely effective.

C (210 - 239): Falls short of one or more of the project's requirements

D (180 - 209): Paper is significantly lacking with respect to many pieces of criteria

F (179 or Below): Did not follow instructions; Little to no effort was made to complete the project