



UNIVERSITY OF NORTHERN COLORADO

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## Extended Campus

College of Humanities & Social Sciences  
English Department

UNC Dual Enrollment with Frontier Academy

English 123-650: College Research Paper (3 credits)  
Spring 2021

Mr. Daniel Rosson

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Room 217

Monday and Wednesday/7:30-9:11

### Course Description

Instruction in diction, style, logical analysis, research techniques and organization of college level research papers. (LAC, gtP).

**Prerequisite:** [ENG 122](#), an ACT score of 30.0 or higher in English, or an SAT verbal score of 630 or higher prior to March 2016, or SAT Reading score of 34 or higher after March 2016.

### Liberal Arts Core & Gt Pathways Student Learning Outcomes for Area 1:

The Colorado Commission on Higher Education has approved English 123 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO2 category. For transferring students, successful completion with a minimum C grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to

<http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>

The Liberal Arts Core Area 1 requirement in Written Communication is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness. In order to fulfill Area 1, students are required to take 6 credit hours in written communication coursework, 3 credit hours in area 1a (ENG 122) and 3 credit hours in area 1b (e.g. ENG 123 or ENG 225). Each course in the Written Communication sequence assumes that writing is a recursive process. UNC's LAC outcomes are aligned with the State of Colorado's Gt Pathways student learning outcomes, competencies, and content criteria for written communication.

**Core Competency:** The Colorado Commission on Higher Education defines competency in written communication as a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. (All outcomes listed below are for GT-CO1 and GT-CO-2.)

### Student Learning Outcomes

Students Should Be Able To...

- Employ Rhetorical Knowledge
  - Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the

situation

- Develop Content
  - Create and develop ideas within the context of the situation and the assigned task(s)
- Apply Genre and Disciplinary Conventions
  - Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistics choices, in particular forms and/or fields
- Use Sources and Evidence
  - Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim
  - Follow an appropriate documentation system
- Control Syntax and Mechanics
  - Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task

### **Course Content Criteria**

The Colorado Commission on Higher Education requires that any course which receives approval as GT-CO2 must adhere to the list of course content criteria articulated below.

This course shall be designed to:

- Deepen Rhetorical Knowledge
  - Focus on rhetorical situation, audience, and purpose.
  - Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
  - Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
  - Practice reflective strategies.
- Deepen Experience in Writing
  - Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
  - Critique one's own and other's work.
- Deepen Critical and Creative Thinking
  - Evaluate the relevance of context.
  - Synthesize other points of view within one's own position.
  - Reflect on the implications and consequences of the stated conclusion.
- Use Sources and Evidence
  - Select and evaluate appropriate sources and evidence.
  - Evaluate the relevance of sources to the research question.
- Deepen Application of Composing Conventions
  - Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
  - Use specialized vocabulary, format, and documentation appropriately.

### **Text and Materials:**

*From Inquiry to Academic Writing: a Text and Reader*, 3rd edition.

### **Open-access Materials:**

[Writing Commons](#): a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

[Purdue OWL](#): The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material.

[Bad Ideas about Writing](#), edited by Cheryl Ball and Drew Loewe

### **Course Policies and Procedures Attendance Policy**

#### **Tardy:**

If any student is in class after the bell, they are considered tardy. Students who choose to come to class more than ten minutes from the class start bell will be counted as an unexcused absence and noted of their presence for the

school. The only exception to being tardy is if you receive a pass from another teacher or the office regarding the delay. Only if a student has a pass will a tardy be excused.

#### Absences:

It is the student's responsibility to keep track of work that needs to be made up due to any absences. When a student is absent, they will need to see me before or after school to receive makeup work. Students should ask peers before or after class about any missed assignments from the previous day(s), and if there is still a question, they will need to see me before/ after school or set up an appointment to meet with me outside of those times.

#### Make-up Work:

I will follow the student handbook policy. If you have been absent, you will be given one day after returning from an excused absence to make up any work missed. Work that is turned in one day late will receive 50% credit. Any work turned in two class days or later will receive zero credit but will be marked as turned in. It is essential for the success of the student to complete all work, even if no points are to be gained.

#### **Late Work Policy**

Any work submitted after the designated due date will be marked as turned-in but will earn fewer points than assignments submitted on time. Any assignment that is submitted one class period late will receive up to 50% credit maximum score and any assignment submitted two class periods, or more, late will receive 0% credit. Completing and submitting work is essential to a student's progress in the course and regardless of how late an assignment might be it is still encouraged to submit all work throughout the semester.

#### **Grading Policies**

Completion of all assignments does not guarantee earning a passing course grade. Students should save all papers and graded assignments, and students cannot pass this class if they do not at least attempt all major essay assignments.

Weighted and averaged points for the course will be computed according to the following plus or minus grade scale:

93-100 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-82 = B-
77-79 C+	73-76 = C	70-72 = C-
67-69 = D	0-66 = F	

Number grades that fall between two whole numbers will be rounded up if they are 0.5 or higher. (Example: 86.5= 87; 86.3 = 86)

The required grade to pass this course is a D. However, a student must earn a C- or above in order to transfer this course to another institution in Colorado.

#### **Technology Policy**

As we are all citizens of the ever-growing digital age of communication, technology will be an integral tool for this class. Students will be encouraged to access and use technology as a means of curating and assessing content. However, technology is only permitted in class with expressed permission. Any student using technology when not permitted by the teacher will be asked to either put the technology away or be asked to leave class. Repeated offenses will result in disciplinary action in accordance with the Frontier Academy technology policy.

#### **Major Assignments**

All major assignments can be found in the outline of semester activities below.

#### **Student Support & Campus Resources**

##### **Disability Accommodations:**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at Frontier Academy to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

## Writing Center

The Writing Center is located in Ross 1230, and serves all enrolled students, faculty, and staff at the University of Northern Colorado. Clients receive help with a variety of areas, such as discussion of purpose, audience, and the writer's role in the work; development of ideas, main points, and structure; utilization of primary and secondary sources; utilization of documentation systems; and instruction in grammar. Writing center tutors do not edit but instead teach clients how to proofread their own work. Tutors work with all types of writing and with writers from all levels and abilities. The Writing Center provides the following services:

- Free and confidential tutoring assistance for all writing projects
- Useful handouts covering almost every writing concern from punctuation to documentation.
- Assistance for ELL students
- Workshops on common writing issues

Writing Center Hours: 9 AM to 5 PM, Monday through Friday. Appointments required.

## UNC Library

Michener Library is a valuable resource for your work in this English course. There are millions of books and hundreds of databases available to help you research any topic imaginable! In addition to online and print resources, there are librarians available to help you with your research! You can get one-on-one help from a librarian in two ways:

- Schedule an appointment online: <http://unco.libcal.com/appointment/25783>
- Stop by Michener Library (first floor) and look for the offices with a sign that reads ENG 122/ENG 123 Librarian.

## Student Safety & Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining with legal protective orders, and more.

Please be aware that all UNC faculty members are “responsible employees,” which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. “Disclosure” may include communicate in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication. Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>
- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
- UNC Psychological Services: 970-351-1645 or [http://www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct) or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse

they know about, past, present, or future, to the University.

### **Classroom & Campus Expectations Class Citizenship Statement**

In order to be a successful member of a community, one must demonstrate a willingness to take chances but to also convey constant respect and develop new understandings of others. This class may challenge preconceived notions of ideas and people but the goal should always be to curate and develop a community of tolerance and respect. Any behaviors that seek to intentionally hurt or disrespect others will not be tolerated.

### **Student Code of Conduct and Academic Integrity**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: honesty, trust, respect, fairness, and responsibility. These core elements foster an atmosphere, inside and outside the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

<https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

Some but not all UNC instructors regard double or repeat submissions of one's own work as a form of plagiarism. If you intend to use in this course written material that you produced for another course, you must consult with your instructor before doing so for each individual assignment. Otherwise, you may be guilty of cheating.

### **Dropping or withdrawing from a UNC Dual Enrollment course**

**Note:** Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

- Please use the [Dual Enrollment Drop & Withdrawal Form](#).
- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

## Course Plan / Weekly Schedule

*Course Plan (Subject to change):*

*(Note: The Units, Materials and Assessments are subject to change at the teacher's discretion. Any changes will be noted and presented to all students with ample time for any adjustments or modifications to the schedule).*

<b>Module Name &amp; Objective</b>	<b>Materials</b>	<b>Activities</b>	<b>Assessments</b>
<p><b>Cultural Criticism in the Arts &amp; Humanities: Weeks 1-7</b></p> <p>Writing &amp; Reading Paragraphing, Rhetoric, &amp; Argumentation Cultural Criticism &amp; Research The Distribution of Ideas &amp; the Journey of Argumentation Drafting, Revising &amp; Editing Publishing</p>	<p>Inquiry to Academic Writing</p> <p>Post-Process Models of Gender: The New Man in Disney/Pixar (Shannon &amp; Wooden)</p> <p>“I Have A Dream” speech by Martin Luther King Jr.</p> <p>Lincoln’s Second Inaugural Address</p> <p>“Consider the Lobster” by David Foster Wallace</p>	<p>1A: Personal Connection: Compose one paragraph in which you explain what you hope to achieve in this course. Consider, if you wish, a content from the syllabus, identifying whether any aspect(s) of it that might be of special concern. Use Times New Roman 12 font, double-spacing, and format in MLA (header, etc.)</p> <p>2A: Paragraphing and Reflection: Compose three separate paragraphs, each following our template. The upshot of these paragraphs will largely be the same. For your two principal pieces of evidence in each paragraph, use the following:</p> <p>Paragraph #1: Two pieces of documented primary evidence</p> <p>Paragraph #2: Two pieces of documented secondary evidence. One should be a quotation and the other should be a paraphrasing/summarizing.</p> <p>Paragraph #3: Once piece of documented primary evidence and one piece of documented secondary evidence (in whatever order).</p> <p>As well, insert for the first paragraph only, bracketed numbers to indicate the following elements of the “paragraph template”: see example</p> <p>Topic sentence Introduction of first piece of evidence First piece of evidence</p>	<p>1A: Oral Presentation: Present your response to the unit’s major writing assignment to the class, focusing on your approach, thesis, and evidence. Consider this part of the assignment an intensive “elevator pitch.”</p> <p>2A: Proposal: Provide a one-paragraph overview of speech, letter, or event (see assignment prompt, below). As well, consider a potential thesis.</p> <p>3A: Sources by Sectional Topics: Provide a document composed of two pieces of information for each of the sectional topics composing your line of thought: see example for formatting, but the following is an example for a quotation:</p> <p>Trachtenberg, Alan. Brooklyn Bridge: Fact and Symbol. [1965.] Chicago: U of Chicago P. 1979. Print.</p> <p>The prospect of mechanization of moral choice raised fears particularly among Americans clinging to a Protestant belief in free will, in the efficacy of human effort, and especially in the value of a properly trained and disciplined “character” (45).</p> <p>4A: Unit Major Assignment: 1750-2250 words (7-8 pages, with no fewer than six body paragraphs</p>

		<p>Commentary about the first piece of evidence  Transition/introduction of the second piece of evidence  Second piece of evidence  Commentary about the second piece of evidence</p> <p>Notes:  -Title the assignments  -Follow the FYC House of Style Sheet  -The first sentence of each paragraph will be identical, simply stating a general claim of a public person (e.g., “Nolan Arenado is a great third baseman”). Remember to document all evidence—primary as well as secondary.  -Follow directly with a Works Cited.  -Each paragraph element will not necessarily equal one sentence, so attend to how the single sentences often serve multiple purposes.</p> <p>3A. Peer-review and evaluation of Unit 1 2A assignment</p> <p>4A First-Draft of Major Assignment 1</p> <p>5A. Peer-review and critique of initial project outline and draft</p> <p>6A. Self-evaluation and editing practices</p> <p>7A. Conference with Instructor about current progress and draft prior to final submission</p> <p>8A. Google Classroom Postings</p>	<p>composed of four sectional topics and two sub-distributed topics).  Audience: academic.</p> <p>Use at least six peer-reviewed, scholarly sources. One of your sources must be a selection from From Inquiry to Academic Writing not covered in the course readings.</p> <p>Format in and practice MLA.</p> <p>The barren prompt: Compose argumentative essay about how and why either a published (researchable) speech or letter in American cultural history before 1950 may be understood and/or interpreted given a larger cultural perspective pertaining to race, gender, or class (choose one).</p> <p>Notes:  -Consider the speech or letter as both literary (in its formal aspects) and cultural (in its historical occasion, audience, etc.).</p> <p>-For our purposes in this course (but not as a matter of regular formal practice), insert a “distributive question” between the introduction and the body and then number body paragraphs: see example.</p> <p>-The cultural perspective about race, gender, or class will be the distributive part of your thesis in generating a line of thought.</p> <p>-Do not use evidence in</p>
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		<p>9A: Quiz #1</p> <p>10A. Submission of Best-Draft of Major Assignment #1</p>	<p>your topic sentences.</p> <p>-Be careful in your use of verb tenses—present for the “literary” and past for the historical.</p> <p>-About 50% of your evidence should be from or directly about the speech or letter and about 50% of your evidence should be about the larger cultural idea or issue.</p> <p>-In general, move in the first half of each sectional body paragraph from substantiating whatever topic distributed from the larger cultural perspective to applying the topic in the second half of the paragraph to speech or letter. The sub-sectional paragraphs, in contrast, will vary in their structure: see example.</p> <p>-If possible, create an appendix that provides a text of the speech or letter.</p> <p>-No repeat speeches or letters among students, and thesis examples are disallowed.</p>
<p><b>Disciplinary Concepts in the Social &amp; Natural Sciences: Weeks 8-14</b>  Science and “Creating Knowledge”  Concepts in the Social and Natural Sciences  The Journal of Argumentation: APA Style  Drafting, Revising and Editing  Publishing</p>	<p>Inquiry to Academic Writing</p> <p>On Stereotypes (Banaji and Greenwald)</p> <p>Do Real Women Have Curves? Paradoxical Body Images among Latinas in New York City (Yeh and Weiss)</p> <p>The Rise of the Rest (Zakaria)</p> <p>Dude, You’re a Fag: Adolescent Masculinity</p>	<p>1B: Compose: overview of Unit #2, including preliminary assignments</p> <p>(proposal, annotated bibliography, sources by topic, and oral presentation) and unit writing assignment (see Section Eight of this syllabus)</p> <p>2B. Peer-review and evaluation of Unit 2 2A assignment</p> <p>3B. Oral presentation and peer feedback about project ideas and proposed topic(s)</p>	<p>2A: Annotated Bibliography</p> <p>Provide an annotated bibliography composed of eight items pertaining to the assignment. In the main, the convention of annotated bibliographies is pretty straightforward: one simply appends to each item in a bibliography a short, fragmented comment—two or three for each item will do. In this case, format in and practice APA.</p> <p>Example:</p>

	<p>and the Fag Discourse (Pascoe)</p>	<p>4B. First-Draft of Major Assignment 2</p> <p>5B. Peer-review and critique of initial project outline and draft</p> <p>6B. Self-evaluation and editing practices</p> <p>7B. Conference with Instructor about current progress and draft prior to final submission</p> <p>8B. Google Classroom Postings</p> <p>9B: Quiz #2</p> <p>10B. Submission of Best-Draft of Major Assignment #2</p> <p>11B: Quiz #3</p>	<p>Watson, C.N. (1983). The novels of Jack London: A reappraisal. Madison: University of Wisconsin Press.</p> <p>Emphasizes London's connections to French writers, especially in terms of longer works such as Martin Eden. Discusses London's emergence in the ever-changing canon.</p> <p>2B: Oral Presentation</p> <p>Just as you did in the previous unit, present your response to the unit's major writing assignment to the class, focusing on your approach, thesis, and evidence.</p> <p>2C. Sources by Topic</p> <p>Compose a document composed of two items for each of the sectional topics composing your line of thought: see example for the formatting (note APA in the example).</p> <p>2D: Unit Major Assignment</p> <p>2500-2750 words (8-10 pages, with no fewer than eight body paragraphs composed of five sectional topics and three sub-distributed topics).</p> <p>Audience: academic or professional.</p> <p>Use at least eight peer-reviewed, scholarly sources.</p> <p>One of your sources must be a selection from From</p>
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			<p>Inquiry to Academic Writing.</p> <p>Format in and practice APA.</p> <p>The barren prompt: Compose an argumentative essay about how a contemporary cultural “text” or issue (social, political, economic, etc.) can be usefully considered or illuminated given a disciplinary concept from either the social or natural sciences.</p> <p>Notes:</p> <p>The cultural “text” should be specific and concrete.</p> <p>Repeat insertion of “distributive question” and numbering of body paragraphs (see Unit 1).</p> <p>The disciplinary concept will be the distributive part of your thesis in generating a line of thought.</p> <p>Do not use evidence in your topic sentences.</p> <p>About 50% of your evidence should be from or directly about the “text” and about 50% of your evidence should be about the disciplinary concept.</p> <p>In general, move in the first half of each sectional body paragraph from substantiating whatever topic distributed from the disciplinary concept to applying the topic in the second half of the paragraph</p>
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			<p>to the “text” or issue. The subsectional paragraphs, in contrast, will vary in their structure: see example. No repeat cultural “texts” among students, and thesis examples are disallowed.</p> <p>Working thesis examples  *Working thesis example for a “text” coupled with a concept in the social sciences, in this case involving the funding for building a monument:  “However seemingly irrational from an economic point of view, the Crazy Horse Memorial’s fiscal independence may be explained by how imputed income proportions time and money in the assessment value.”</p> <p>*Working thesis example for an issue, coupled with concept in the natural sciences, in this case involving a road construction project:  “Building a bullet train from Fort Collins to Denver is not going to occur in the foreseeable future because of problems associated with geometric alignment and design.”</p>
<p><b>Narrative Argumentation and Digital Composition: Weeks 15-17</b></p> <p>A Brave New Multi-Modal World  Technology Platforms for Digital Composition  Narrative Argumentation</p>	<p>Inquiry to Academic Writing</p> <p>Snow Fall (John Branch)</p> <p>Two Ways a Woman can get Hurt: Advertising and Violence (Kilbourne)</p> <p>TED Talks</p>	<p>1C: Compose: overview of Unit #3, including preliminary assignment and unit writing assignments: video and reflective practice account</p> <p>2C. Unit Proposal</p> <p>3C. Oral presentation and peer feedback about project ideas and proposed topic(s)</p> <p>4C. First-Draft of Major Assignment 2 including script for voice track and a</p>	<p>1C: Proposal  Provide a one-paragraph overview of your video project, including not just your approach but the platform(s) you shall use.</p> <p>2C: Unit Major Assignments</p> <p>Video  Script for voice narrative  6 peer-reviewed, scholarly sources</p>

		<p>bibliography of the peer-reviewed, scholarly sources</p> <p>5C. Peer-review and critique of initial project outline and draft</p> <p>6C. Self-evaluation and editing practices</p> <p>7C. Google Classroom Postings</p> <p>8C. Submission of Best-Draft of Major Assignment #3</p> <p>9C. Peer-review and critique of best draft project in its entirety</p> <p>10C. Conference with Instructor about current progress and draft prior to final submission</p> <p>11C. Submission of Cumulative Final Project</p>	<p>A reflective practice account of approximately 1,000-1,250 words (4-6 pages) and An oral presentation of your video's screening.</p> <p>Audience: civic</p> <p>The barren prompt about the video: compose a video of two-to-three minutes in length that uses personal narrative to argue a non-personal general thesis. Use a personal anecdote to connect to a larger, researchable, topic or issue.</p> <p>IE: School start times connected to peer-reviewed, scholarly research and your own personal experience.</p> <p>The video should be composed of two principal tracks:  Voice narrative  Photographs/images</p> <p>Whether you add music or sound effects as additional tracks is up to you. Videos, clips and web-generated photographs/images should be used only minimally—no more than a few seconds of the former and two or three of the latter.</p> <p>The barren prompt about the reflective practice account: in addition to providing your narrative script for your video, track (account for) your compositional decisions.</p> <p>In so doing, categorize your decisions by the following: type, especially in terms of writing the</p>
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			<p>script from formal and informal drafts</p> <p>Selection, especially in terms of your video's content and composition (arrangement, effects, etc.)</p> <p>Rhetoric, especially in terms of the process of fusing all modes/media</p> <p>Notes:</p> <p>Each category of reflective practice should be composed of two free-standing paragraphs, each centered on a compositional decision that is in some way related to your video's thesis. This writing assignment is not, then, a sustained essay with an introduction, a line of thought, and a conclusion. Rather, it is a series of six free-standing paragraphs.</p> <p>For the sources you might cite along the way (ranging in nature from the informational to the theoretical), follow with either a Works Cited or References—you may choose whether to compose in MLA or APA.</p>
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