Syllabus RWS 200 Fall 2016

As human beings, as citizens, as teachers and scholars, we use our message-making to modify and influence events in the world around us. Equally, other people's messages influence our thoughts and behavior. It is important for us, as educated people, to know as much as we can about how this influence is effected. Such knowledge is useful not only for its practical benefits, but because it forms a critical and analytical foundation for approaching many of the tasks that face us daily as we construct and respond to the discourse that shapes our experience of the world. (Jennifer MacLennan, Inside Language)

Time, Location
Section 10 MWF 10:00 – 10:50
Section 43 TTh 12:30 – 1:45

Instructor: M. Monika Slater
e-mail: mslater@mail.sdsu.edu
Mail box: DRWS office (SHW 141)
Office: SH 114B
Office hours: MW 9:00 – 9:45 and 2:00 – 2:45; TTh 10:30 – 11:30

Required Texts and Materials
- Raimes, Keys for Writers
- A college level dictionary and thesaurus.
- A working e-mail account
- Firefox Browser to access Blackboard

Prerequisites
To be eligible for this class you must have completed RWS 100, AS 120, MAS 111B, Ling. 100, or the equivalent at another college, or tested high enough on AP English.

Course Description
This course will build on the academic writing skills you have learned in high school and RWS 100. In RWS 100, you learned how writers use rhetorical strategies (appeals, style) to persuade their readers to accept or consider a claim. You constructed accounts of writers' arguments, clarified parts of arguments with research, compared rhetorical strategies to engage audiences and to frame one argument with another.

In RWS 200, we shall emphasize the study of arguments in context—simply defined by the Merriam-Webster Dictionary as “the interrelated conditions in which something exists or occurs.” As you did in RWS 100, you will construct accounts of arguments and rhetorical strategies; however, in RWS 200 we shall see how context and rhetorical situation affect writers' rhetorical strategies.

We will read, discuss, and contextually analyze a selection of texts, exploring how the context and rhetorical situation shape rhetorical strategies. In your own writing you will analyze the use of rhetorical strategies: extrinsic proofs (data, learned sources, facts), intrinsic proofs (appeals: ethos, pathos, and logos), and style (diction, detail, sentence structure, text structure/organization) based on the particular rhetorical situations and contexts.

Papers will include rhetorical and contextual analysis, recognizing parts of the argument, seeing how parts of the arguments work individually and together. You will also use these strategies in developing your own argument which includes your own research. You will revise your work over several drafts and edit for academic and MLA style. All of our work allows you to achieve RWS 200's Learning Outcomes.

Course Requirements
1) Four formal essays, which will include rhetorical and contextual analysis, recognizing parts of the argument, seeing how parts of the arguments work individually and together. You will also use these
strategies in developing your own argument which includes your own research. You will revise your work over several drafts and edit for academic and MLA style. All of our work allows you to achieve RWS 200’s Learning Outcomes. Drafts and revisions will be required, and the final paper grade will be lowered one full letter grade if no draft is included or if the revision has been inadequate, particularly if the revision consists primarily of grammatical corrections.

2) Quizzes and exercises, in class and via Blackboard.
3) Selected readings.
4) Class participation in small group activities, class discussions, and individual writing conferences.

Teaching Philosophy

I very much enjoy teaching and you can rely on me as your coach and mentor, but I consider higher education an exercise in self-reliance. I will, therefore, not rescue class participants from the consequences of their choices. I expect class participants to familiarize themselves with and follow our course’s policies and schedule.

Course Policies: Class Participants are expected to

- retrieve all assignments, schedules, handouts, and other course documents from this class’s blackboard site.
- Class participants will create, as the Learning Objectives suggest, projects of varying length and purpose. Each will explore the contextual and/or rhetorical elements of the readings; some papers will involve research and include as many sources as set by the prompt. Most importantly, papers must clearly respond to the prompt and read smoothly with an academic tone and style. Class participants will submit drafts and revise those according to suggestions by peers and/or instructor. Save copies of articles, web sites, interviews, surveys, etc. that you cite in your papers.
- Complete projects on the assigned dates. No late work will be accepted, unless prior arrangements (at least 24 hours in advance) have been made with me. If a paper is due, for example, on a Tuesday, it must be turned in that day during class or be in my mailbox (stamped and dated at the front desk @ SHW 141) before class. No assignments via email will be accepted. In-class writing/quizzes etc. cannot be made up.
- No more than three absences, either excused or unexcused, are allowed without penalty during the semester (which amounts to one week of class). Absences beyond this will be reflected in a lower participation grade – clearly, you cannot participate if you have not attended. Students with 4-6 absences will have their attendance/participation grade lowered by one full letter grade; 7-9 absences will lower the attendance/participation grade by two full letter grades. Students with 10 or more absences have missed three full weeks of class and will receive no credit for participation/attendance. Class participants coming more than 10 minutes late or leaving early, without prior arrangements, will be counted absent. Class participants who attend school, personal, or religious activities that require the student to be absent are only excused after having informed the instructor in advance and bringing proof of the need to miss class. All work due on the day of absence must be submitted on time, unless prior arrangements have been made with the instructor.
- Come to class prepared. Our class is a community. We work together to build and make that community prosperous. So, please do your share in building that community: Bring your books, come to class prepared, and attend to our work. You will earn your Participation/Attendance points as you participate in small group and whole class discussions of readings, brainstorming on writing assignments, peer revisions, and sharing research. I will take attendance and note your participation. If you missed a session, use the announcements on Blackboard to get up-to-date. Missing a class is no excuse for being unprepared.
- Come to my office hours to work on individual issues, especially when invited to do so. Office hours don’t spell detention but rather support.
- All work, including any short writes, must be typed in MLA style (see Raimes, Keys For Writers). You may need more than 1 copy of your drafts for workshops and peer review. Final drafts must show evidence of editing and proofreading for errors and be stapled on top of any previous drafts.
• Your peers and instructor will comment on – but not correct, rethink, or rewrite – your texts. Other sources of assistance are Keys for Writers and Drop-In Tutoring at the Writing Center.
• Keep all work for this class. Also, save revisions under different file names (e.g. “essay_1[1]”) and with the correct date for each revision.

Plagiarism and Cheating
• Plagiarism: When we use the ideas, concepts, structure, words, phrases (even 2 or 3 words) of another person (a source) we must document that person/source. Even if you cite the author’s name and the page number of the original text, when you use words from a source, verbatim, place those words inside Quotation Marks (See Raimes, Keys for Writers). Work containing plagiarism is a serious academic offense and will be given 0 points.
• Cheating: Although I highly recommend tutoring and comments from others, allowing someone else actually to write or dictate substantial phrases, sentences, or parts of your paper for you is cheating. Also, turning in work, revised or not, done for other classes will be considered cheating. Using work written by others and revised as your own is cheating and plagiarism.
• The SDSU library offers a self-paced tutorial on “Plagiarism: The Crime of Intellectual Kidnapping,” which can be accessed at http://infotutor.sdsu.edu/plagiarism/index.cfm or http://library.sdsu.edu/guides/tutorial.php?id=28. During the first week of class, each student is required to complete this tutorial, which allows participants to print a hard copy of the results page, which can be turned in to the instructor.

Needs
If anyone has any needs or concerns, please let me know during the first two weeks of the semester, and I will accommodate those needs as best as I can.
If you are registered with Student Disability Services and require special arrangements to be made in order to accommodate your learning needs, I am happy to work with you in conjunction with SDS. Please let me know of your situation so that we can work together to ensure you have every opportunity to do your best work in this class. If you are a student athlete with away games scheduled during the semester, please let me know by the end of the first week of class, and present me with a copy of your team travel schedule. I am aware of your multiple obligations as student athletes, and we will make appropriate scheduling arrangements—this may include turning assignments in early.

Table 1: Assignments and points

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS EACH</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Major Essays/Projects</td>
<td>120</td>
<td>480</td>
</tr>
<tr>
<td>Quizzes, short writes, other</td>
<td>%</td>
<td>100</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>730</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Overall points / grades

<table>
<thead>
<tr>
<th>% Points</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 95</td>
<td>A</td>
</tr>
<tr>
<td>94 - 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 85</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 79</td>
<td>B</td>
</tr>
<tr>
<td>78 - 74</td>
<td>B-</td>
</tr>
<tr>
<td>73 - 69</td>
<td>C+</td>
</tr>
<tr>
<td>68 - 63</td>
<td>C</td>
</tr>
<tr>
<td>62 - 55</td>
<td>C-</td>
</tr>
</tbody>
</table>
Dropping
Professors cannot drop class participants. Dropping is the responsibility of and can only be done by class participants. Class participants, who stop attending class but do not drop, must be given a grade.

SDSU Grading Policy: Both students and instructors should be aware that all classes at SDSU are offered within the framework of the entire university. The SDSU faculty, through the SDSU Senate, have determined a general grading policy for all classes. The following is a passage from the SDSU Policy File:

In order that the assignment of grades truly reflects the student’s achievement in courses, the integrity of the academic program, and the integrity of the departments or schools and instructors, grades shall genuinely distinguish between high and low levels of achievement. Instructors shall use all grades from A through F to distinguish among levels of academic accomplishment. The grade for average undergraduate achievement shall be C.

- A = Outstanding achievement; available only for the highest accomplishment
- B = Praiseworthy achievement; definitely above average
- C = Average; awarded for satisfactory performance; the most common undergraduate degree
- D = Minimally passing; less than the typical undergraduate achievement
- F = Failing

Classroom Etiquette:
I am open to ideas here. However, unless we as a class decide otherwise, class participants are encouraged to
- bring books and notes to class;
- participate fully in classroom activities such as discussions, peer revision and editing, etc;
- respect differing opinions, lifestyles, experiences, and worldviews;
- respect all speakers, whether the instructor or fellow class participants, by refraining from side conversations, giving the speaker full attention, and treating each other civilly;
- come to class on time and stay for the entire class;
- ask for clarification of any confusing points on assignments or lectures;
- turn off cell phones and other electronic devices unless specific arrangement have been made.

My Expectations:
This is a college writing class, which means that you are here to write. If you do not do the reading and writing assignments, you will not pass the class. Passing the class is entirely dependent on how much effort you put into the entire process and how readily you discover and address your own strengths and weaknesses. You also need to discover the readings on your own. I will not give a lecture that will make clear everything you need to know to write a solid academic essay. I rely on you to contribute to a discussion during each class period and to contribute to the learning process by engaging in the conversation and activities of the classroom with your fellow classmates. Writing is a process of many steps from homework to discussions, from rough drafts and peer review to revising and editing. Simply showing up to class does not mean you are learning. It is your responsibility to engage in the work, ask questions, and participate in the process of developing your writing skills.

To receive full credit, written work must be grammatically correct and will be marked down if it is unintelligible, if sentences are significantly unclear, or if the writing does not employ academic standards. Although we will briefly review grammar, I expect you to have a firm grasp of grammatical basics. If you severely struggle with any of these basic areas, it is your responsibility to seek help on your own time (for example by going to the Writing Center and by coming to office hours).

Revision is not simply a correction of grammar and mechanical errors. It is a serious expansion of the essay, in both scope and ideas, responding to the comments received on the draft. Every paper is a process of revision, from brainstorming to outlining, from writing to revising and editing. Please note that a revision that is not significantly different from the original will not be accepted/graded.

General Education Capacities/Goals & RWS Learning Outcomes
Our Learning Outcomes reflect the Goals and Capacities of the General Education Program. RWS 200 is one of several courses in the area of general education defined as “Communication and Critical Thinking.” Focusing
particularly on argument, this course emphasizes four essential general education capacities: the ability to 1) construct, analyze and communicate argument, 2) contextualize phenomena, 3) negotiate differences, and 4) apply theoretical models to the real world. This course advances general education by helping students understand the general function of writing, speaking, visual texts, and thinking within the context of the university at large, rather than within specific disciplines. In addition to featuring the basic rules and conventions governing composition and presentation, RWS 200 establishes intellectual frameworks and analytical tools that help students explore, construct, critique, and integrate sophisticated texts.

Within this framework of four general capacities, the course realizes four closely related subsidiary goals. These goals focus on helping students

1) craft well-reasoned arguments for specific audiences;
2) analyze a variety of texts commonly encountered in the academic setting;
3) situate discourse within social, generic, cultural, and historic contexts;
4) assess the relative strengths of arguments and supporting evidence.

Our student learning outcomes for RWS 200 are closely aligned with these goals and capacities, and reflect the program’s overall objective of helping students attain “essential skills that underlie all university education.”

**RWS200 Student Learning Outcomes**

The following four outcomes describe the four major writing projects of “assignment types” for the course. Students will be able to

1. discern elements of context embedded in arguments, the clues that show what the argument is responding to – both in the sense of what has come before it and the sense that it is written for an audience in a particular time and place; examine a writer’s language in relation to audience, context, and community;
2. use concepts and arguments from one text as a context for understanding, evaluating and writing about another;
3. given the common concerns of two or more arguments, discuss how the claims of these arguments modify, complicate, or qualify one another; consider how major positions advanced in these texts relate to each other and evaluate the persuasiveness of these positions;
4. consider your contemporary life as the context within which you are reading a group of arguments; position yourself in relation to ongoing research and discussion in order to make an argument and “join the conversation.” Evaluate source texts so as to create a space for an original contribution.

The following points describe outcomes to work on throughout the semester:

1. Building on the work done in RWS 100, you will be able to articulate what argument a text is making, describe the work that is done by each section of the argument, describe elements of the argument such as claims, methods of development, kinds of evidence, persuasive appeals, and translate an argument into your own words;
2. articulate key terms, definitions, concepts, statements of a problem or issue established by a text;
3. investigate and articulate how an argument is positioned – based on certain kinds of assumptions, located in a way of thinking and representing issues from a point of view;
4. work with multiple sources in a paper, deciding what to include and what to exclude, choosing an effective structure, and creating significant relationships among sources;
5. evaluate the relationships among multiple positions (including strengths and weakness) with respect to audience, avoiding simplistic judgments and demonstrating, where appropriate, how the preponderance of the evidence supports specific positions over others;
6. understand and incorporate all aspects of the writing process – including prewriting, drafting, revising, editing, and proofreading;
7. craft a cohesive paper, and use effective metadiscourse to guide a reader through it;
8. describe your own papers and reflect on how you wrote them; differentiate between the content of your texts and the language and rhetorical strategies you employ;
9. revise your own work effectively, re-reading previous work and re-envisioning it in the light of reflection, feedback, further reading, and new sources of information;
10. edit your writing for the grammar and usage conventions appropriate to the project.
### Table 3: Calendar (tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/29-9/2</td>
<td>pp 1-9, 15,16 (basic elements of arguments, appeals)</td>
<td>Nouns, gerunds, participles</td>
</tr>
<tr>
<td>Week 2</td>
<td>9/5*-9/9</td>
<td>Chavez pp 13-15 (precis)</td>
<td>Chavez Précis Project 1 (draft)</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/12-9/16</td>
<td>Lukianoff/Haidt p 12/13 (charting)</td>
<td>Project 1 (final)</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/19-9/23</td>
<td>Burleigh pp 10, 11 (fallacies)</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>9/26-9/30</td>
<td>Kristof, Zakaria pp 20, 21 (relationships)</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>10/3-10/7</td>
<td>Research pp 23-25 (paraphrase/quote)</td>
<td>Annotated bibliography Outline project 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/10-10/14</td>
<td>pp 16-19, 26/27 (writing about rhetorical strategies + example)</td>
<td>Project 2 (draft)</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/17-10/21</td>
<td>Postman</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>10/24-10/28</td>
<td><strong>Conferences</strong></td>
<td>Final Project 2</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/31-11/4</td>
<td>UNESCO Thompson</td>
<td>Project 3 (outline + draft)</td>
</tr>
<tr>
<td>Week 11</td>
<td>11/7-11/11**</td>
<td><strong>Conferences</strong></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>11/14-11/18</td>
<td>Jackson, Stayer</td>
<td>Project 3 (final)</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/21-11/25***</td>
<td>Milgram</td>
<td>Pre-write</td>
</tr>
<tr>
<td>Week 14</td>
<td>11/28-12/2</td>
<td>Arendt</td>
<td>Project 4 (draft)</td>
</tr>
<tr>
<td>Week 16</td>
<td>12/5-12/9</td>
<td><strong>Conferences</strong></td>
<td></td>
</tr>
<tr>
<td>Week 17</td>
<td>12/12-12/14</td>
<td></td>
<td>Project 4 (Final)</td>
</tr>
</tbody>
</table>

* 9/5 Labor Day
** 11/11 Veterans Day
*** 11/23-11/25 Thanksgiving recess
Assignment #1: Constructing an Account and Evaluating an Argument
Length 5-4 pages

In this essay, you will be identifying important features of Chavez’s argument and evaluating the extent to which those features help him persuade his audience to accept the argument’s main claim. Your essay should engage in the following work:

Describe Chavez’s argument, including what you see as his overall claim and the most important or interesting sub-claims leading up to that larger idea, explaining how those sub-claims relate to the overall claim. Analyze and evaluate the ways in which Chavez uses different kinds of evidence as well as appeals and tone in order to persuade his reader to accept his claim.

Define Chavez’s audience and analyze the way in which he uses two different techniques to develop and/or organize his text and evaluate the extent to which those methods help guide the reader’s understanding of the argument and persuade the reader to accept his argument.

Do some research in order to be able to define the context (i.e. the “situation” generating need; time, location, current events, cultural significance) in which this speech was given and how these circumstances influenced the speaker’s argument.

Criteria for Evaluation:

1. Construct a rhetorical précis.
2. Describe the context of the speech.
3. Describe Chavez’s project and argument and what you see as his most important or interesting sub-claims, explaining how these sub-claims relate to the main claim.
4. Describe how the speaker organizes his text and how this influences what he has to say.
5. Analyze the ways in which he supports his claims, and the moves or strategies he employs to advance these claims.
6. Write the paper as if addressing a reader unfamiliar with Chavez’s text. This includes an in-depth discussion of context and specific audience.
7. Comment on how this text is significant—what difference it might make to readers.
8. Use an effective structure that carefully guides the reader from one idea to the next, and be thoroughly edited so that sentences are readable and appropriate for an academic audience.

Key learning outcomes: Students will be able to describe and analyze an author’s argument, claims, project, support and rhetorical strategies.
Assignment #2: Connecting Outside Sources to an Argument
Length 7-8 pages

“It’s a strange thing, we think that law brings order. Law doesn’t ... The only order that is really worth anything does not come through the enforcement ... of law, it comes through the establishment of a society which is just and in which harmonious relationships are established and in which you need a minimum of regulation to create decent sets of arrangements among people. But the order based on law and on the force of law is the order of the totalitarian state, and it inevitably leads either to total injustice or to rebellion – eventually, in other words, to very great disorder.” Howard Zinn, “The Problem is Civil Obedience,” Opening statement in a debate at Johns Hopkins 1970

The readings by Lukianoff/Haidt, Burleigh, Zakaria, and Kristof discuss to what extend students shall be protected from offensive speech. For this paper, first do some research to be able to describe the larger conversation in which these authors engage. A good start is the source referenced by Fareed Zakaria. Your paper will discuss how the authors respond to each other (explicitly as well as implicitly), and how they position themselves in the discussion. This means that you describe how they illustrate, clarify, extend, or complicate each other’s arguments. Finally, you will find two outside texts that make arguments that offer opposing views on the issue of free speech on college campuses and explain how they clarify, challenge, or complicate the arguments put forth in the in-class readings.

Criteria for Evaluation:
1. Describe the larger conversation as well as the current context of this discussion and the texts’ respective audience(s);
2. accurately describe Lukianoff/Haidt’s project and arguments, and what you see as the most important or interesting claims, explaining how these claims relate to the argument;
3. discuss how Zakaria, Burleigh, and Kristof clarify, extend, or complicate Lukianoff/Haidt’s arguments;
4. locate claims and evidence from two outside sources that challenge the arguments of the in-class readings;
5. analyze these claims/evidence in order to show how they illustrate, challenge, extend, or complicate the arguments made in the in-class readings;
6. throughout the entire essay, present evidence that explains in detail how these texts illustrate, clarify, extend, or complicate these arguments;
7. use an effective structure that carefully guides the reader from one idea to the next and be thoroughly edited so that sentences are readable and appropriate for an academic paper.

Key learning outcomes:
Construct an account of an author’s project and argument and carry out small, focused research tasks to find information that helps clarify, illustrate, extend or complicate that argument; use appropriate reference materials in order to clarify their understanding of an argument.
Assignment #3: Advancing an Argument in the Contemporary Context

Length 6-7 pages

In this assignment you will draw on your current life as the context from which to understand and evaluate texts. You also will “enter the conversation” and advance your own claims about the topic.

In his book *Technopoly: The Surrender of Culture to Technology*, Postman concedes that “Every technology is both a burden and a blessing; not either-or, but this-and-that.” The excerpt from *Amusing Ourselves to Death*, however, suggests that he considered the burden outweighing the blessing. Postman discusses mostly television, which is – unlike computers – unidirectional. Yet, his discussion of TV’s influence on thinking is applicable to modern technology as well. On the other hand, the excerpt from Clive Thompson’s book, similarly to the evaluation by the UNESCO, sees the internet as the means of larger and collective intelligence.

In this 5 to 7 pages paper, you will (1) analyze the ways in which each position’s claims respond to the claims of another position, explaining how they build on or challenge each other. In particular, you will demonstrate how the authors qualify or complicate one another’s claims. In this discussion, consider each text’s context. For instance, Postman published his book in 1985, way before the Internet became a household tool. On the other hand, is Thompson’s position possible already jaded by technology and by the way it “directs … our knowledge of ways of knowing” (Postman)? (2) Then, you, members of the generation these texts talk about, will enter the conversation through identifying what you see as the most significant issue concerning modern technology and support your claims with material from those readings that have informed your own position as well as from personal experience and primary research. Essentially, your goal is first to map out the larger conversation before you enter it yourself.

Criteria for Evaluation:

1. Introduce the texts you will be analyzing, their central claims, and their context and respective audience(s);
2. accurately describe Postman’s and Thompson’s projects and arguments;
3. analyze these claims/evidence in order to show how they illustrate, challenge, extend, or complicate one another; for example, the UNESCO argues (and Thompson illustrates) that “collective intelligence” reaches levels that are not attainable by a single individual; however, Postman clearly would challenge the definition of “knowledge” here;
4. state a clear thesis for your position, i.e. your part in this conversation;
5. throughout the entire essay, present evidence that explains in detail how these texts illustrate, clarify, extend, or complicate these arguments;
6. develop a conclusion that leaves the reader with a strong final argument to embrace;
7. use an effective structure that carefully guides the reader from one idea to the next and be thoroughly edited so that sentences are readable and appropriate for an academic paper.
Assignment # 4: Reading through a lens
Length 6 -8 pages

As illustrated by Jayme Stayer, a critical frame can be defined as the lens an author applies, i.e. how the writer looks at something using certain theories. For this 6-8 pages paper, use Milgram’s experiment and Arendt’s ideas as a lens through which you will take another look at Jackson’s story. One of Milgram’s conclusions was that “For a person to feel responsible for his actions, he must sense that the behavior has flowed from ‘the self.’ In the situation we have studied, subjects have precisely the opposite view of their actions -- namely, they see them as originating in the motives of some other person. Subjects in the experiment frequently said, ‘if it were up to me, I would not have administered shocks to the learner.’” This is just one of the parallels one can draw between Jackson’s story and Milgram’s experiment.

Criteria for Evaluation:

- accurately describing Milgram’s project and argument;
- using specific references to his concepts and claims;
- quoting relevant passages (with appropriate citations);
- using the lens text to provide a substantial, well-supported analysis of the secondary text;
- clearly addressing the context of both, Milgram’s experiment and Jackson’s story;
- introducing and concluding your discussion in a way that gives the essay coherence;
- guiding your reader from one idea to the next;
- editing your writing to eliminate any errors;
- and providing a title that indicates the topic and direction of your essay.