

Assignment 3: Cause / Effect || Collaborative Essay (Group Project)

Presentation DUE: Monday 08/03, in class.

Full paper DUE: Tuesday 08/04 at 11:59 pm, in Turnitin.com.

SUBJECT

Utilizing a Cause and Effect Mode, explore contemporary topics provided and develop a group analysis of the selected subject. Remember you are not seeking a unanimous resolution to the situation; collectively you are gathering information about a controversial topic.

TOPIC POSSIBILITIES (NO DUPLICATION BETWEEN GROUPS)

- the causes or effects of social media on students
- the causes or effects of cyber-bullying
- the causes or effects of racial profiling by police
- the causes or effects of date-rape situations
- the causes or effects of fracking (Hydraulic fracturing)

SOURCES

The group must use at least five sources (one resource for each member). None of the material can come from the Internet. All material must be from periodicals, from books, or from online databases provided by the college.

- Sources must not be more than five years old.
- For information from sources, use in-text citations in the paper to indicate where you found the information, and you must have a list of works cited at the end of your paper for each source used.
- Include with your in-text citation signal phrases; see *Bedford* for examples on pages 695-696.
- For the works cited list, see *Bedford*, "Citing Sources in MLA Style," beginning page 709.
- The paper may use more than five sources.

POINTS (each item worth 10 points)

1. Follow standard MLA guidelines:
 - heading/header
 - margins
 - Format ¶/s/indent
 - double space
 - fonts
2. Create an interesting, intricate, descriptive introduction which clearly shows the main direction of your topic. Thesis stresses a cause/effect mode.
3. Paragraphs are fully developed with clear purpose. All body paragraphs must have:
 - strong topic sentences
 - at least one quote or paraphrase from secondary evidence
 - use signal phrases *before* you quote; provide in-text notations *after* you quote
 - be decisive in subjective opinions
 - colloquial language is *not* permitted, unless quoting testimony
 - use five or more sentences
 - all paragraphs should emphasize a logos analysis
4. Use secondary evidence from a database essay to show secondary opinions.
Visit **WCJC.edu**: select “**Library**” link > **Databases-Library Proxy Server** >
Enter appropriate fields to access school databases >
Newspaper & Current Topics> **CQ Researcher or SIRS**
Incorporate proper signal phrases when quoting selections from the article.
5. Avoid use of first person, singular. Evidence is more important than your group’s personal identity. Do not talk to the audience.
6. Conclusion shows the purpose behind the essay or explains what was learned without reviewing or repeating previous information. Use deductive methods.
7. Punctuation and spelling are used correctly.
8. Utilize correct grammar and sentence structures.
9. **Essay Length: 700 words.** Note: if the essay (not counting the heading) is under 700 words, **group earns 0** (zero) points for this category.
10. Works Cited page is provided and set-up correctly.

Keep in mind this essay is more formal than the previous exercises.

Follow the format outlined in *The Bedford Guide for College Writers*, pp. 727-734.

PHASES CHECKLIST

The following chart explains stages of development for group paper. Points are distributed along the way.

Phases	Due Date	✓
Phase 1 / July 27, Monday		
• Choose title for Group.	end of class	
• Select Group Leader, Group Scribe (Note-Taker); Group Tech (to generate slides). > Each member is expected to participate in the presentation aspect of project. > Leader will have more material to provide class, acting as facilitator of material.	end of class	
• Students will discuss and determine a topic by end of class.	end of class	
• Create Contact List for Group Members. If you are comfortable providing phone numbers, then do so.	end of class	
• As homework, individually, each member must find at least one article on the selected subject. Bring material to class Tuesday. It would be best if different people investigate different databases/publications.	Tuesday, Jul. 28	
Phase 2 / July 28, Tuesday		
• Compare individual material brought to class. Make sure no one has duplication of the same article. In future, communicate through e-mail to prevent further duplication of material. • in-class exercise discussing Ethos		
• For Phase 3, July 29, each member will provide: 1. A printed summary paragraph of the article (roughly five to ten sentences) utilizing a formal, academic tone. Only use third person pronouns. > Line 1 must mention the article title and the author's name. 2. A second, informal paragraph will be provided to explain personal feelings on the subject. Explain why the information will be a benefit to the full group paper. In this case, first person pronouns are acceptable. 3. <i>Draft of both paragraphs must be approved by the instructor before class ends.</i> 4. Type and print out using MLA style guidelines for the group to edit and discuss.	Wednesday, Jul. 29	
The above assignment enables you at a future date to discuss in class how the paragraphs can merge well with other group members' material.		
• In class, read Cause/Effect section of Bedford, pages 136-7; 145-8; 455.		
Phase 3 / July 29, Wednesday		
• Discuss findings / observations on topics using prepared paragraphs as reference; discuss diverse opinions on topic. Take notes on other opinions in group.		
• Reconfirm that no duplication of material exists within the group.		
• In class, break each paragraph into three or four bullet points of information . These will become portions of the PowerPoint demonstration.		
• Organize draft presentation of material with the selected bullet points.		
• By end of class, have preliminary thesis drafted <i>and approved</i> ; this will be printed by the Scribe after instructor approval; finished product earns points; instructor will go over each thesis with group to make sure thesis follows correct format.	Thursday, Jul. 30	
• HW: Each student must bring to class two copies of a finalized draft of a proposed academic paragraph discussing the subject based on article found. > Remember basic formula for academic paragraphs.	Thursday, Jul. 30	
• HW: Each student must generate MLA citation of chosen article. Confirm material is correct MLA style presentation.	Thursday, Jul. 30	

Phase 4 / July 30, Thursday		
<ul style="list-style-type: none"> • Provide full MLA citation of articles to Scribe for final draft of paper to generate Works Cited page. 	beginning of class	
<ul style="list-style-type: none"> • We will walk through a Collective Editing Session using the second copy of individual paragraphs. Members will take their working draft-paragraph and revise according to class/group discussions. 	end of class	
<ul style="list-style-type: none"> • Begin to formally organize the paper's layout; build transitions between all materials. 		
<ul style="list-style-type: none"> • Each student will email finalized material to Scribe to compile material into one cohesive final document over three –day weekend. 	finalized paper due Monday, Aug. 03	
<ul style="list-style-type: none"> • The Group Scribe should provide finalized presentation outline to the Group Tech-Support over break. The Group Tech-Support will compile the finalize material into a slide presentation; these are due according to the class schedule. Each group spends 10-15 minutes presenting material to class with a PowerPoint demonstration. 	finalized demo due Monday, Aug. 03	
Phase 5/ August 03, Monday		
<ul style="list-style-type: none"> • PowerPoint demo of paper due. Each member will contribute during presentation. 	beginning of class	
<ul style="list-style-type: none"> • Each group member should proof and comment on the full paper as a whole, outside of class. 		
<ul style="list-style-type: none"> • Each group member should contribute to the introduction and a conclusion for the paper. 		
<ul style="list-style-type: none"> • During presentations, the class is expected to take notes and be able to ask one relevant academic question based on the topic for a short class discussion. (These will be collected at end of each presentation for points.) 		
<ul style="list-style-type: none"> • The final draft of the complete document must be submitted to Turnitin.com by midnight, August 04. 		