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| **English 1301: Rhetoric and Composition I** **Fall 2014** |

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| Instructor : Johansen Quijano Cruz, Doctoral Teaching Fellow  E-Mail : quijano@uta.edu  Phone Num : 2-2692 (English Department Office)  Class Hours : Tue - Thu 2:00 p.m. - 3:20 p.m. / 3:30 p.m. - 4:50 p.m.  Room : PH 206 / PH 202  Pre-Requisites : None  Office Hours : Thursday and Thursday 12:30 p.m. – 2:00 p.m.  Required Text : Graff and Birkenstein, ***They Say/I Say* 3nd edition**  ***First-Year Writing: Perspectives* on Argument**  (2012 UTA custom 3rd edition)  Ruszkiewicz et al, ***The Scott, Foresman Writer***  (UTA custom edition)  **Pearson Writer (APP and Computer Access**) -- ValuePack Card |

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| **COURSE DESCRIPTION**  **ENGL 1301 RHETORIC AND COMPOSITION I:** **This course satisfies the University of Texas at Arlington core curriculum requirement in communication.** This course will require students to read rhetorically and analyze scholarly texts on a variety of subjects. The course emphasizes writing to specific audiences and understanding how information is context dependent and audience specific. Students must engage with a variety of ideas and learn how to synthesize those in college level essays.  ***Core Objectives:***  ***Critical Thinking Skills:*** *To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*  ***Communication Skills:*** *To include effective development and expression of ideas through written, oral, and visual communication.*  ***Teamwork:*** *To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.*  ***Personal Responsibility:*** *To include the ability to connect choices, actions and consequences to ethical decision-making.* |

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| **Expected Learning Outcomes**  By the end of this course, students will be able to:  *Rhetorical Knowledge*   * Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts * Compose texts in a variety of genres, expanding their repertoire beyond predictable forms * Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations   *Critical Reading, Thinking, and Writing*   * Use writing, reading, and discussion for inquiry, learning, communicating, and examining assumptions * Employ critical reading strategies to identify an author’s position, main ideas, genre conventions, and rhetorical strategies * Summarize, analyze, and respond to texts * Find, evaluate, and synthesize appropriate sources to inform, support, and situate their own claims * Produce texts with a focus, thesis, and controlling idea, and identify these elements in others’ texts   *Processes*   * Practice flexible strategies for generating, revising, and editing texts * Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions * Use the collaborative and social aspects of writing to critique their own and others’ texts   *Conventions*   * Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics * Summarize, paraphrase, and quote from sources using appropriate documentation style * Control such surface features as syntax, grammar, punctuation, and spelling * Employ technologies to format texts according to appropriate stylistic conventions |

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| **COURSE GRADING: ASSESSMENT / EVALUATION**  Final grades in FYC are A, B, C, F, and Z. **Students must pass ENGL 1301 and ENGL 1302 with a grade of C or higher in order to move on to the next course.** This policy is in place because of the key role that First-Year English courses play in students’ educational experiences at UTA.  The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.  The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work. |

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| Your final grade for this course will consist of the following assignments: | |
| **DCA - 25%**  Final Product 15%  Process 10%  **Rhetorical Analysis - 25%**  Final Product 15%  Process 10%  **Synthesis Essay - 30%**  Final Product 20%  Process 10%  **Participation - 5%**  **Quizzes, Homework - 5%**  **Midterm - 10%**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Total: 100%** | Final grades will be calculated as follows:  A = 90-100%  B = 80-89%  C = 70-79%  F = 69% and Below |

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| **MAJOR ASSIGNMENTS**  **Discourse Community Analysis (DCA):** For this essay, you will make a multi-layered argument explaining why a given group of people are a discourse community and how you became part of said discourse community. You will be expected to show how you learned to make ethos appeals (i.e., establish and draw on your credibility), logos appeals (i.e., draw on factual knowledge and ways of reasoning), and pathos appeals (i.e., draw on the values and emotions of other members) that were *specific to the community.*  **Rhetorical Analysis:** For this essay, you will select an essay cluster on one of the following topics: Fat Taxes, Is College Worth It?, Race, Marriage Equality, Social Class, The Body, and Authenticity. You will write a rhetorical analysis of a designated essay from your selected cluster. You will apply critical reading skills as a way of “listening” to a writer engaged in a conversation you’re not yet familiar with. Read the designated article from the topic cluster you’ve selected, then imagine that you’re a guest editor for *The Shorthorn* and the opinion editor has asked you to analyze the article and offer your recommendation for or against publication. The editor is looking for columns that UTA students will find interesting, columns that are nuanced and complex, well-argued, relevant, and controversial. You’ll evaluate the article based on those criteria and make your recommendation for or against publication accordingly.  **Synthesis Essay:** For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim. You will take a position on an issue addressed in your topic cluster and write an argument that synthesizes the articles in that cluster. (Synthesis simply means you make connections between multiple sources in order to make a new argument.) Your audience will be readers of a UTA student publication that offers analysis and commentary about politics, news, and culture. Use your knowledge of UTA students: they are educated, generally fair-minded, politically diverse, and less knowledgeable than you about the issue addressed in your topic cluster.  **Midterm:**  The in-class essay exam will require you to write in response to a prompt you will be given on the day of the exam. It will also include other Q&A sections. |

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| **MINOR ASSIGNMENTS**  **Class Participation:** You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. For each thoughtful contribution you make in class you will be awarded one point, up to two per day, at the discretion of the professor. You may win up to a maximum of 50 points.  **Homework and Quizzes**: Homework assignments not specified in the course calendar will be assigned by the instructor at an as-needed basis. These include short reading responses and summaries. Quizzes will be given if the instructor sees that students come to class unprepared.  **Peer Reviews.** Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper’s final folder in order to receive full credit. It is very important that you attend class on peer review days, as you will not be able to make up these points. |

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| **CLASS POLICIES**  **All major projects must be completed to pass the course.** If you fail to complete one major project, you will not be able to make an A in class, regardless of your average. If you fail to complete three or more of the major projects, you will fail the class. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.  **Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.  **Grade Grievances**: In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee’s decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.  The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a pre-major or major, has jurisdiction over the student’s program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.  For issues involving scholastic dishonesty, see the Academic Dishonesty entry in this section of the catalog.  <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10>  **Late Enrollment Policy:** Although sometimes enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. The instructor will not allow you to make up attendance, missed opportunities for participation points, or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.  **Late Assignments.** Papers are due at the beginning of class on the due date specified. Short homework assignments such as reader responses **will not** be accepted late. Major assignments turned in after the class has begun will receive a fifteen-percent deduction unless the instructor has agreed to late submission *in advance of the due date*. For each class session following, the work will receive an additional ten percent deduction. Work is not accepted after one late session. If you must be absent, your work is still due on the assigned date. Submit them by e-mail, and bring a print copy to class the following session.  **Paper Reuse Policy** – You are not allowed, under any circumstances, to reuse papers from prior classes in this course. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with the instructor prior to the due date of the first draft.  **Classroom behavior.** Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom unless stated otherwise by the instructor**; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.  According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.  **Academic Integrity.** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:  *I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*  *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*  It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2)  You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.  **Americans with Disabilities Act.** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.  **Drop Policy.** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.  **Writing Center.** The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. You may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 7:30 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and Noon to 4:30 p.m. Saturday and Sunday. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice questions, or editing concerns) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page [www.facebook.com/WritingCenteratUTArlington](http://www.facebook.com/WritingCenteratUTArlington). Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.  In addition to one-on-one consultations, the Writing Center will offer FYC and grammar workshops periodically throughout the semester. For more information on these, please visit us at <http://www.uta.edu/owl>.  **Library Research** Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments: All First-Year English courses have access to research guides that assist students with required research. To access the guides go to [**http://libguides.uta.edu**](http://libguides.uta.edu). Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help. Other helpful information may be found at links provided below:  Library Home Page <http://www.uta.edu/library>  Subject Guides <http://libguides.uta.edu>  Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>  Database List <http://www.uta.edu/library/databases/index.php>  Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  Library Catalog <http://discover.uta.edu/>  E-Journals <http://liblink.uta.edu/UTAlink/az>  Library Tutorials <http://www.uta.edu/library/help/tutorials.php>  Connecting from  Off- Campus <http://libguides.uta.edu/offcampus>  Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)  **Additional Academic Resources.** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.  **Electronic Communication Policy.** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.  The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.  **Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).  **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.  **Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are located down the stairs on either side of the building floor. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.  **Conferences and Questions:** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.  **Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing. |

**ENGL 1301 Syllabus Contract**

I have read and understood the syllabus, and I agree to abide by the course policies.

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Print Name Date

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Signature Date

**Permission to Use Student Writing**

Student’s Name

Class Number and Section

Instructor Name

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

Student’s signature

UTA ID Date

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| **English 1301: Rhetoric and Composition I**  **Course Calendar**  Prof. Quijano |

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| **Session** | **Date** | **Topic** | **Readings / Activities** |
| **Session 01** | August 21 | Syllabus, Icebreakers | Class Policies  Icebreaker Activity |
| **Session 02** | August 26 | Diagnostic Exam | Prompt for Diagnostic Exam |
| **Session 03** | August 28 | Introduction to Academic Conversation | TSIS Intro, Ch. 9  FYW Ch 1  DC Brainstorming |
| **Session 04** | September 2 | Introduction to Arguments (Triangle) | FYW Ch. 1  TSIS Ch. 1 |
| **Session 05** | September 4 | Discourse Community Analysis | DCA Prompt, Samples |
| **Session 06** | September 9 | DCA Proposal | In-Class Workshop |
| **Session 07** | September 11 | Appeals, Appeals in the DCA, DCA Structure | FYW Ch. 5 |
| **Session 08** | September 16 | DCA Preparation | In-Class work |
| **Session 09** | September 18 | DCA Peer Review | DCA Peer Review |
| **Session 10** | September 23 | Audience  Thinking About Issues | FYW Ch. 2  FYW Ch. 3  TRACE |
| **Session 11** | September 25 | Analyze the Shorthorn Audience  (Discuss article) | The Shorthorn (bring a Shorthorn to class) |
| **Session 12** | September 30 | Stating a Claim | FYW Ch.4  TSIS 2 |
| **Session 13** | October 2 | Parts of the Argument | FYW Ch. 6 |
| **Session 14** | October 4 | RAE Prompt and Samples | RAE Prompt and Samples  **DCA Due** |
| **Session 15** | October 9 | MLA and Sources  Workshop  Midterm Review | MLA Activities  Midterm Review |
| **Session 16** | October 14 | **MIDTERM** | **MIDTERM** |
| **Session 17** | October 16 | RAE In Class Work | In Class Work |
| **Session 18** | October 21 | REA Peer Review | REA Peer Review |
| **Session 19** | October 23 | Cluster Readings Exercise (Intro to Synthesis) | Cluster Readings |
| **Session 20** | October 28 | Visual Rhetoric | **REA Due**  FYW Ch 10 |
| **Session 21** | October 30 | Digital Rhetoric | Readings |
| **Session 22** | November 4 | Synthesis Essay Prompt and Samples | Synthesis Essay Prompt and Samples |
| **Session 23** | November 6 | Reporting Evidence | FYW Ch. 7 |
| **Session 24** | November 11 | No Class - Prof. in Conference | No Class - Prof. in Conference |
| **Session 25** | November 13 | No Class - Prof. in Conference | No Class - Prof. in Conference |
| **Session 26** | November 18 | In Class Work - Synthesis Essay | In Class Work - Synthesis Essay |
| **Session 27** | November 20 | Meet with Prof. during Class Hours | Meet with Prof. during Class Hours |
| **Session 28** | November 25 | Synthesis Essay Peer Review | Synthesis Essay Peer Review |
| **Session 29** | November 27 | NO CLASS | Thanksgiving Break |
| **Session 30** | December 2 | TBA | **Synth. Essay Due**  TBA |

\*NOTE: On the first day of class, we will decide on which clusters to discuss. The available clusters are as follows:

* Social Class
* Marriage Equality
* Is College Worth It?
* Authenticity
* Race
* Taxes
* Immigration
* Winner by Proxy
* Celebrity Culture
* Success
* Immigration