

**Professor Kyle Hetrick**  
**FYW 150**  
**Spring 2023**  
**Paper #2**

**The Assignment:** The paper for our second unit connects to the themes of the texts we have read over the last few weeks, freedom of speech and call out/cancel culture. You have three options as to how you can write this paper:

1) Explain and defend how far free speech should go. While some of your examples can be connected to free speech in general society, it is mandatory that at least some of your discussion of the issue will be tied specifically to free speech in higher education settings. Your thesis should be built around the question of how complete the right of free speech should be. Should free speech be unassailable, a right that is protected in every venue with every utterance or written word? Or are there places for and types of speech that need to be limited or banned in certain circumstances? Explain to the reader where the lines should be drawn if you are not supporting total free speech. Whichever side you take on the issue, support your claim with reasons, logic, and evidence.

2) Explain and defend your opinion concerning the use of call out/cancel culture tactics to silence distasteful types of speech. If you believe that lawfully, free speech should be a protected right, is it okay for people on social media to try to block and/or punish speech that is not desired? Can language be so racist/sexist/homophobic/otherwise offensive that it needs to be policed? Likewise, can certain ideas be so harmful that their actual existence should be policed and removed, whether it be by institutions and companies or by self-appointed individuals? Should Twitter, Facebook, Instagram, etc. remove posts that fall into certain categories from their platforms? As with the first prompt, be sure that at least some of your argument is connected to call out/cancel culture as it appears on college campuses. Also like prompt #1, be sure that you give general guidelines as to when these tactics should be utilized or not and defend your choices by reasons, logic, and evidence.

3) Should students be able to opt out of college assignments based on misgivings that they have about the materials that are involved with that assignment? If not, argue why not. If so, argue why, but also explain what should be done in order for the student to replace that part of the class's material and grade. Furthermore, explain if any assignment could be opted out of or if there are limits to what could be opted out of (and what those limits would be). Be sure to illustrate your argument with anecdotes, cases, and scenarios so readers can visualize what would be worthy and not worthy of opt outs in your mind.

Once again, your papers will be graded against the universal rubric. Every concept that was covered prior to paper #1 will still be graded most stringently for this essay. Beyond those concepts, everything that you have received notes for in the interim will join those earlier concepts as being graded more diligently for paper #2: the evaluation of evidence types, how to write introductory paragraphs, and transitions. The paper should be somewhere around three-to-five pages in length (it can be somewhat over this length, but shouldn't be more than, say, a page-and-a-half beyond this), double spaced, with one-inch margins and 10- to 12-point font. There is once again a mandatory minimum of four sources necessary for this paper, two from inside the readings for the class and two that you will find on your own.

Paper #2 is due on **Tuesday, March 28** for the Tuesday/Thursday class and **Wednesday, March 29** for the Monday/Wednesday class.