Instructor: Mrs. Linda Fretterd Earls, Associate Professor of English
Office Hours: M/W 11:30-12:45 Wye Mills TECH 116, T/TH 1:00-2:15 CAMB Multi-Service Center, or by appointment.

Phone: (410) 822-5400, (410) 758-1537, or (410) 228-4360: EXT. 2316
NOTE: You may also leave a message with the Division Secretary, Mrs. Carolyn Causey (ext. 2322) or at the front desk in Cambridge (ext. 2602).
E-mail: The best way to reach me is through our Canvas course inbox.

Texts & Materials:


3. USB drive (to save documents)
4. a tablet, laptop or mobile device on which to take notes and review your work.

Course Description:
The first semester of composition provides instruction in the writing process using published essays as models of effective writing. Students will learn to write clearly organized essays using the basic patterns of expression. The English language, logic, research, and the form and organization of expository papers will be studied. In particular, students will research and subsequently formulate their own argument (and later—thesis-driven topic within) a controversial and complicated nationally known high school murder case that occurred in 1999. The 6-8 page research paper will focus on the topic within the larger debate that the students have discovered to be most intriguing through their detached
& participant observations, exploration and research. The research project will include students’ extensive research along with the findings of other scholars. The smaller papers assigned for the course will lead up to this final product, so it is important that students keep up with the work as the class evolves.

Student Learning Outcomes
These are the outcomes upon which all English 101 instructors have agreed. Students will:
1. organize writing products using a thesis and connected topic sentences.
2. develop the main ideas found in a thesis and topic sentences by incorporating relevant evidence into writing products.
3. satisfy assignment parameters in locating and evaluating academic resource material on an approved topic.
4. demonstrate competence in the process of constructing an academic argument that integrates research using the MLA style.
5. use technology to produce writing, conduct research, and communicate within a writing community.

In addition to these measured outcomes, there are more intangible benefits that I hope everyone will enjoy in this class:
1. Working together collaboratively to evaluate texts and to improve one’s writing.
2. Awareness of the rich multicultural world in which we live, differences that give our lives liveliness and similarities that bind us together.
3. Appreciation of the continuing evolution of the English language.
4. Ability to listen to or read about ideas with which we may not agree with, yet sometimes understand the basis of our own beliefs more clearly.

Course Content:
A Reading-Each week students will be advised to read selections from Norton, a reference guide containing information on rhetoric and grammar, and a compilation of detailed writing assignments. The reading assignments should be completed by the dates they are assigned to prepare for class discussions, and as helpful guides for writing assignments.

B Pop Quizzes-The course will include surprise short quizzes on the class content.

C Writing-English 101 students will write a series of essays using various modes of
expression. Most of the essays will be undocumented papers, of approximately 750 words. Final copies of essays must be uploaded in a Word doc through Canvas and documented in the MLA format. The research paper will be a 6 to 8-page documented paper with at least five documented sources. I must see every stage of the research process in order to grade the final draft. NO EXCEPTIONS!

D Research-Five reliable academic sources are required for the research paper. Note: Students must use a variety of sources, and shouldn’t rely solely on the internet. First, students will need to develop a thesis to defend their argument within the case. For example: Since short term memory is very unreliable and easily manipulated by mitigating factors and outside stimuli, eye witness accounts and alibi witnesses should not be used as evidentiary testimony or defense in murder trials, such as the Hae Min Lee case and several others. Students should not wait until the week that the rough draft is due to begin work on this multi-step project!

E Oral presentation-The final for the class will be a relatively formal presentation on the capstone project, the research students have conducted for the entire semester. This six- to eight-minute presentation will be considered the final for the class. It must be a creative (examples: Ken Burns-like still shots, taped interviews, narrated video) powerpoint/emeaze/Prezi presentation with at least ten visual aids (pictures, videos, articles, interviews, recordings, etc. to share with the class) that support the student’s perspective about one facet of the case (ex.-unreliable witnesses, false testimony, DNA testing, the Innocence Project, to name a few).

F Peer consultations-With some essays, students will be required to submit drafts, which will be reviewed and critiqued by their peers. Hopefully students will receive some good suggestions from which they can improve their work. By evaluating others’ work, students will unknowingly improve their own writing. Students will be offered the option to revise their first paper for a higher grade. If a student comes to class without a draft on the day it is due, he/she will lose class participation points for that particular day.

G Journal-Students will log into an online journal all semester long. This journal will consist of weekly one-page (double spaced, 12 pt. Times New Roman font) responses to the weekly episodes of the Serial One podcast. These entries will not only improve students’ writing, but will also generate many ideas for the students’ research focus. This is the only area in the course where students will not be evaluated on grammar, style, mechanics, etc. It is a time to just write and react to the controversial case! Only ten journals are required; however students will be allowed to submit up to two additional journals for extra credit.
Criteria:

A  Attendance-Class meetings are workshops for exchanging and analyzing ideas. They will also be used to: share reactions to reading assignments, elaborate on various writing terms, defend arguments, discuss strategies for creating & drafting papers, and writing workshops. Therefore, participation in discussion is an essential part of developing communication skills and understanding methods for good writing. Students are responsible for discovering what they missed in class. More than two absences will undoubtedly affect the student's performance in class.

**No late assignments will be accepted for any reason. If a student cannot be in class on the day something is due, he/she must make sure the work is delivered to me via Canvas assignment drop boxes.**

While it is not required, it is strongly encouraged that students use the Academic Support Center/multi-service Center several times. The professionals there will help students devise ideas, start drafts, proofread writing, provide help with grammar, offer suggestions, etc. Students should feel free to set up appointments with me also. I will not correct grammar mistakes, etc. on rough drafts, but I will offer some suggestions for improvement.

B  Evaluation:
Grading in this course will be based on a point system. Students will be notified of the points possible and their grades several times during the semester.

- Narrative essay 100 pts.
- Definition essay 100 pts.
- Literary Analysis rough draft 50 pts.
- Literary Analysis final draft 100 pts.
- Journals (10 @ 10 points each) 100 pts.
- Research topic 10 pts.
- Research thesis statement 10 pts.
- Research bibliography 10 pts.
- Research annotated bibliography 20 pts.
- Class Debate 50 pts.
- Class Debate reaction response 50 pts.
- Research rough draft 100 pts.
- Final draft of research paper 200 pts.
- Final presentation project 100 pts.

**Total possible: 1000 pts.**

C  DETERMINATION OF GRADE:
- 900-1,000 pts. = A
- 800-899 pts. = B
- 700-799 pts. = C
- 600-699 pts. = D
- below 600 pts. = F
*NOTE: THERE WILL BE PERIODIC POP QUIZZES AND MINI-WRITTEN ASSIGNMENTS DURING THE SEMESTER, WHICH WILL PUSH THE POINTS POSSIBLE ABOVE 1,000.

Revisions: As previously noted, students will have the option to revise the first essay after it has been graded. The new edition will be averaged with the first graded edition to determine the final mark on the paper.

STANDARDS FOR A "C" PAPER
Developed by the Statewide English Composition Committee
For the Maryland Chief Academic Officers

CONTENT
The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately and fully attributed.

ORGANIZATION
The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis sentence, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

STYLE/EXPRESSION
The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some sentences may be ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns.

Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.
GRAMMAR/MECHANICS
The "C" paper follows the conventions of standard written U. S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

Support Facilities
HOURS OF OPERATION Spring 2018

Library  text: (410)698-4091  (410)827-5860  lrcdesk@chesapeake.edu

Library
Mon-Thu: 8:00 am-7:00 pm
Fri: 8:00 am-4:30 pm
Sat: Closed
Sun: 1:00 pm-4:30 pm

Testing Center
Mon: 9:00 am-7:00 pm
Tue-Wed: 9:00 am-4:30 pm
Thu: 9:00 am-7:00 pm
Fri: 9:00 am-4:30 pm
Sat: Closed
Sun: 1:00 pm-4:30 pm

Academic Support
Mon-Thu: 9:00 am-6:30 pm
Fri-Sat: Closed
Sun: 1:00 pm-4:30 pm

Additional after-hours and weekend tutoring is available in some disciplines online. Please email us at asc@chesapeake.edu for more information about online tutoring.

Cambridge
Mon-Thu: 9:00 am-6:30 pm
Fri: 9:00 am-1:00 pm
Sat-Sun: Closed

Testing:
Monday-Thursday, 10:00 a.m. - 4:00 p.m.
**College Policies:**

**Gender-Based Misconduct Policy**

Chesapeake College prohibits sexual misconduct and sex discrimination by or against all students, employees, and campus guests. If you have any questions or concerns or if you need to make a complaint, contact Chesapeake’s Title IX Coordinator, Human Resources Director Susan Cianchetta, by email at scianchetta@chesapeake.edu, or by phone at (410) 827-5811. (Please note: If you choose to report sexual misconduct or sex discrimination to a faculty member, that individual is required to report the incident, including the names of alleged perpetrators, and all the facts surrounding the misconduct to our Title IX Coordinator.) You may request that we keep your name confidential, but we may not be able to do so. If you do not want this information reported, you may share the information confidentially with counseling, advocacy, health, mental health, or sexual-assault related services. For detailed information about policy, procedures, prevention education, and sources of counseling, advocacy and support, please see Chesapeake’s Gender-Based Misconduct Policy at http://www.chesapeake.edu/consumer/Gender-BasedMisconductPolicy.pdf.

---

**Academic Instruction Emergency Management Plan**

In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event, or other emergency situation, consideration will be given to the timing and duration of the closure as follows:

1. Closure during the semester for up to one week – there will be an opportunity to make up work missed without significant alteration to the semester calendar.
2. Closure extending beyond one week (or in situations where classes are cancelled on the same days/evenings over multiple weeks) – the College may extend the length of the semester. Depending on the timing of the closure, scheduled breaks, end of semester dates, and/or the processing of final grades might be impacted.

*Students can acquire info. about closures on the College website or by calling 410-822-5400 or 410-228-4360. Chesapeake College courses held at off campus sites will follow the protocol of the host facility.*
ADA Statement: If you have a disability that requires special accommodation, I am happy to make those accommodations for you with the appropriate documentation. In order to obtain the appropriate documentation, you must go to the Disability Support Services office and complete their prescribed process. If you had a documented disability in high school, it does not transfer automatically to the College. Please see the website for Disability Support Services for more information:  http://www.chesapeake.edu/students/disab.asp

Plagiarism and Cheating Policy: Any student caught cheating on any assignment, copying anyone else's work, or taking credit for someone else's work, will receive an automatic zero on that particular assignment. If such immoral actions continue in class, the student will automatically fail the course. Any instance of cheating of any kind automatically will be reported to the Academic Dean, Dr. Eleanor Welsh, and to the Vice President of Academic Services, Dr. Clay Railey; and will be documented in a permanent database.

**CLASSROOM POLICY: STUDENTS FOUND USING THEIR PERSONAL IPODS OR CELLPHONES DURING CLASSTIME WITHOUT PERMISSION WILL BE ASKED TO LEAVE THE CLASSROOM. REPEATED BEHAVIOR WILL CAUSE THE STUDENT TO BE REFERRED TO THE VICE PRESIDENT FOR STUDENT AFFAIRS. NO EXCEPTIONS!!**
**SCHEDULE**

Assignments listed for a specific date must be read & completed for that date!

For T Jan. 23  
Introduction to course  
Writing Process & Peer Collaboration  
Research Paper discussion  
Narrative essay discussion  
Purpose & Audience

TH Jan. 25  
For class: Read excerpt of Maya Angelou’s *I Know Why the Caged Bird Sings*  
*Listen to Episode 1 “The Alibi”*  
In class: Discuss Writing a Narrative: Using description & dialogue

T Jan. 30  
For class: Read Narrative essay assignment  
**Draft of Narrative Essay due in Canvas before class**  
In class: Peer collaboration on Narrative essay

TH Feb. 1  
For class: **Journal #1 due by midnight in Canvas**  
*Listen to Episode 2 “Breakup”*  
*Read intro. & chapter 1 of Just Mercy*  
In class: Discuss Serial Podcast  
Discuss revision, rewriting, editing, proofreading & formatting narrative essay

T Feb. 6  
For class: **Final Draft of Narrative Essay due in Canvas by midnight**  
In class: Discuss research topics & finding academic sources

TH Feb. 8  
For class: **Journal #2 due by midnight in Canvas**  
*Listen to Episode 3 “Leakin Park”*  
In class: Discuss evaluating sources & thesis statements

T Feb. 13  
For class: **Research paper topic in Canvas by midnight**  
**Tentative Research thesis statement in Canvas by midnight**  
*Listen to Episode 4 “Inconsistencies”*  
*Read chapters 2, 3 & 4 of Just Mercy*  
In class: Review Thesis Statements  
The importance of field research & conducting interviews
TH Feb. 15  
For class: **Listen to Episode 5 “Route Talk”**  
**Read chapters 5 & 6 of Just Mercy**  
In class: Review how & where to locate credible sources

T Feb. 20  
For class: **Bring three research sources/articles to class**  
**Listen to Episode 6 “Case against Adnan Syed”**  
**Read chapters 7, 8 & 9 of Just Mercy**  
In class: Discuss evaluating sources  
Differentiating: quoting, paraphrasing, & summarizing  
Acknowledging sources (Bring the MLA Handbook to class)

TH Feb. 22  
For class: **Journal #3 due by midnight in Canvas**  
**Listen to Episode 7 “The Opposite of the Prosecution”**  
In class: Discuss documentation, MLA style  
(Bring the MLA Handbook to class)  
Discuss definition essay guidelines

T Feb. 27  
For class: **Bibliography draft due in Canvas by midnight**  
**Read chapters 10, 11 & 12 of Just Mercy**  
**Listen to Episode 8 “The Deal with Jay”**  
In class: Continued discussion on MLA documentation &  
Definition essay

TH March 1  
For class: **Journal #4 due by midnight in Canvas by midnight**  
**Listen to Episode 9 “To be Suspected”**  
**Read chapter 13 of Just Mercy**  
In class: Definition essay discussion continued

T March 6  
For class: **Draft of Definition essay in Canvas by midnight**  
**Read chapters 14 & 15 of Just Mercy**  
In class: Discuss annotated bibliography  
(Bring the MLA Handbook to class)  
Peer collaboration of def. essay in class

TH March 8  
For class: **Annotated Bibliography Due in Canvas by midnight**  
**Journal #5 due by midnight in Canvas**  
Read: James Thurber’s “Catbird Seat”  
Ann Petry’s “Like a Winding Sheet”  
In class: Continued discussion of def. essay  
Discussion of literary analysis
T March 13 & TH March 15  NO CLASS—SPRING BREAK

T March 20  For class: Final Draft of Definition essay due in Canvas by midnight  
Read chapter 16 & the epilogue of Just Mercy  
In class: Discussion of literary analysis continued

TH March 22  For class: Journal #6 due by midnight in Canvas  
Listen to Episode 10 “The Best defense is a Good Defense”  
In class: Literary Analysis

T March 27  For class: Listen to Episode 11 “Rumors”  
In class: Literary Analysis

TH March 29  For class: Final Draft of Literary Analysis in Canvas by end of class  
Journal #7 due by midnight in Canvas  
Listen to Episode 12 “What we Know”  
Prepare materials for Class Debate  
In class: Drafting the research paper  
Review Sample Student Research Papers in class  
Discuss arguing a position & counterargument  
Discuss research paper introductions

T April 3  For class: Notes on your side of the Class Debate  
Listen to the Updates from 2016 Serial Podcast  
In class: Class Debate on Serial Podcast

TH April 5  For class: Introduction to Research paper in Canvas BEFORE class  
Journal #8 due by midnight in Canvas  
In class: Continued Class Debate  
Begin reaction to class debate in class

T April 10  For class: Rough draft of research paper HARD COPY in class  
Research paper introduction workshop

TH April 12  In class: Research paper workshop  
Revision, editing and proofreading  
Review of MLA format  (Bring the MLA Handbook to class)
T April 17  For class: Revised Rough draft of research paper in Canvas by midnight
In class: Research paper workshop

TH April 19  For class: Journal #9 due by midnight in Canvas
In class: Discussion of Final research capstone projects
View Examples in Class
Guidelines on giving presentations

T April 24  For class: Journal #10 due by midnight in Canvas
In class: Capstone project workshop

TH April 26  For class: Final Draft of Research paper in Canvas by midnight
In class: Capstone project workshop

T May 1  Wrap-Up

TH May 3  Final research capstone presentations
Extra Credit Journals Due

T May 8  No Class—Finals begin

TH May 10  9:30-11:30 Final research capstone presentations conclude

*Note: Changes may be made to the schedule; stay alert!

Have a fabulous summer! 😊
Keep reading and writing! 😊
The Narrative Essay

--Make sure that your story has a point, which should be stated in your thesis statement.

--Make sure it's a story that intrigues both you & your reader.

--Use time order to organize your details (first this happened; then this; after that, this; next, this; and so on.) Employ transitions between these ideas and explain the consequences of each episode.

--Pace your story. Don't tell everything that happened in the first paragraph.

--Tell your story from a consistent point of view. An omniscient narrator knows everything about the event. He/she is like a supernatural video camera sweeping over the scene and pausing briefly to focus on selective characters--describing how they look, what they say, and how they feel. If you are telling the story from your perspective, the entire essay should be written in the first person point of view ("I", "we", "us", & "our").

--Use sensory descriptions. (Details which appeal to your reader's senses: sight, sound, touch, taste, and smell.) Try to make it as vivid for the reader as it was for you when you first experienced it.

--Bring your characters "to life." The reader was not on the scene so you have to be his/her eyes, ears, etc.

--Add in dialogue to stress the most important aspects of the event. Let the participants speak. Don’t just summarize what occurred.

--Leave out details that aren't particularly important to the story. (For example, if you are writing about the most significant family trip in your life, you shouldn’t detail every bathroom break you took along the way, since they aren't of vital importance to your narrative.)
Narrative Assignment

Write an essay of approximately 750 words (approximately 3 double spaced pages, Times New Roman, 12 pt. font) in which you use the narrative method, to detail **one experience**/**one significant event** in your life so far that changed you in some way (pivotal point, turning point, reality check, etc.). Both the introduction and conclusion of the paper should clearly state the main idea of the essay. Be sure it’s a story that you wouldn’t mind sharing with others in the class, since these essays will be peer critiqued.

In telling your story, be careful to select only those details which illustrate the main point; you do not need to tell the reader everything that happened. Also be sure to make your description as concrete and specific as possible so the reader will be able to visualize the event. (Use "It was a cloudy, humid afternoon in early September when I realized how important my family is to me" as opposed to "One day changed me.") Use examples whenever you need to clarify or emphasize ideas. Give your essay an intriguing TITLE. (Don't entitle your essay "Narrative").

Before writing the essay, be sure to read relevant pages in your textbook, as outlined on the syllabus.

Before you begin to write, think about these two very important questions:

**Why am I writing this?** **Who am I writing it for?**

*You will receive 5 extra credit points in Canvas if you upload a picture that best conveys the scene you’ve narrated in your essay.

Suggested Topics

A major decision which changed your life
A time you took a foolish risk
An argument you will never forget
An incident that changed your life
The scariest thing that has ever happened to you
An event that brought you closer to a relative
A time you did or did not "do the right thing"
Your best or worst holiday, birthday, or other special occasion
A time you learned a lesson or taught one to someone else
A moment of embarrassment, defeat, or disappointment
Something that happened to make you change your opinion about a person who was/is important to you
An experience that taught you the danger of something
Topics Continued….
An experience that gave you personal insight into the problems of the elderly (or some other group of people that you do not belong to)
A competition of some sort that revealed something about human character and behavior
An episode that made you see yourself as others see you and the lesson it taught

**AVOID TELLING**

I'll never forget when I was seven and I stole money from my brother. It was an impulse decision. I wanted a gingerbread man. It looked so delicious in the window of the local bakery. In order to buy it, I took five pennies from my brother. I felt really horrible about the experience, so I eventually returned the money. Then I confessed to my mother. On that day, I vowed never to steal again.

Instead, Try Showing

**Patterns of Development for the Subject "Guilt"**

I was seven years old when I first became aware of the terrible power of guilt. For piling our toys into the toy box, Mother had rewarded my brother and me with five shiny pennies each. If I had had ten pennies instead of just five, I could have bought a gingerbread man with raisin eyes and sugar-frosted hair. The image danced in my head all day, until, finally, I crept into my brother's room and stole his five pennies. The next morning, as my brother and I were dressing to go to school, I hid all ten pennies in the pocket of my coat, cramming one of my father's handkerchiefs on top of them. As my brother and I lined up in front of Mother to be kissed good-bye, she looked at my bulging pocket with amazement. "What on earth do you have in your pocket?" she asked. "It's nothing," I said as offhandedly as I could. "It's nothing at all." Bewildered, but too busy to investigate any further, Mother kissed me good-bye. I ran out the door and down our gravel path as fast as my feet could carry me. But the farther from home I got, the more miserable I became. The shiny pennies in my pocket felt oppressively like one-ton boulders. And I was haunted by the idea that I had become a thief. Forgotten was the gingerbread man, for whose sake I had stolen my brother's pennies. Finally, unable to bear my horrible feeling of guilt, I ran back home to blurt out my crime to my mother. I'll never forget that day, or those pennies. **(Readings for Writers 8th ed. 266-267)**
THE ENGLISH 101 RESEARCH PAPER, ANALYZING AN INTRIGUING, ASPECT OF THE 1999 MURDER MYSTERY OF HAE MIN LEE/SERIAL PODCAST #1—EARLS

PURPOSE: You are expected to demonstrate the ability to use standard research procedures to present subject matter clearly and logically. However, along the way, I also want you to better understand something about the complexities of life. As a class we will generally probe the 1999 case of several families (generally) and two teens (specifically) when a relationship ended. The incident and its aftermath had devastating effects, forever impacting the teenagers, their families, surrounding communities; and simultaneously raising public awareness, questioning public policy about testimony, and calling for social justice. Your task is to find your place, your argument in the mayhem; you will find your space and write. This will be a multi-step, semester-long project.

TOPIC: The topic must be one in which accurate, factual information can be found, but must be presented from a specific point of view with a clear thesis statement. This is NOT A REPORT! You must present your opinion/"take" on the issue. Here's your mission: find an argument/a "thesis"/one-sentence statement that encapsulates the most intriguing aspect of the case for you. For example, “Since short term memory is very unreliable and easily manipulated by mitigating factors and outside stimuli, eye witness accounts and alibi witnesses should not be used as evidentiary testimony or defense in murder trials, such as the Hae Min Lee case and several others.” Give this much thought and search in several databases to gather some good ideas for your topic. You may even want to gather artifacts that you will eventually use in your final capstone presentation at the end of the semester. You must find five variant sources (periodicals, books, internet sources, interviews, pamphlets, etc.) to defend your stance on the issue. You will use the 3rd person point of view to present your stance on the issue, but at least 60% of the paper should be the factual evidence of defense for your stance. Sample topics: the reliability of short-term memory, the innocence project (the wrongfully convicted), facets of domestic abuse in teenage relationships, teenage “revenge” killing, etc. While this case will be PART of your research focus, you will be expected to research other similar cases to enhance and enrich your study final essay.

Step One: Research Topic (subject)

For Step One, please upload the subject/topic of your project into a word document with your name on it.

https://owl.english.purdue.edu/owl/resource/559/04/ (Links to an external site.)
https://serialpodcast.org/season-one (Link to Serial One Podcast)

Initial suggested topics: teenage domestic abuse, Innocence Project, unreliable eye witness testimony, use of DNA evidence in murder trials, rush to judgment in high profile cases